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STATE PLAN FOR VOCATIONAL EDUCATION

(As required by Public Law 90-576, the Vocational Education Amendments of 1968)

PLEASE RETURN

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

F1769-401.301-~~12~~/69 Rev. ~~a~~

STATE OF MONTANA
OFFICE OF THE STATE SUPERINTENDENT
HELENA 59601

DOLORES COLBURG
Superintendent of
Public Instruction

February 14, 1972

To: Holders of the Montana State Plan for Vocational Education

From: Benjamin A. Ulmer, Director, Vocational and Occupational Skills

Re: Enclosed Amendments--FY 1972

Enclosed are amendments to your copy of the Montana State Plan for Vocational Education.

Please revise your copy of the State Plan as follows:

	Remove	Insert
	Inside Cover Page Table of Contents	Inside Cover Page Table of Contents
Part I	p. 14, 15	p. 14, 15
Part II	pp. 1 through 25	pp. 1 through 24
Part III	pp. 1 through 34	pp. 1 through 41
Appendix I	pp. 1 through 5	pp. 1 through 5

If you have any questions regarding these amendments, please let me know.

BAU:ss
Enc.

A State Plan for the Administration of
Vocational Education under the
Vocational Education Amendments of 1968

Submitted by the State of MONTANA

Approved by State Board of Education
(Name of State Agency)

on May 28, 1971
(Date)

To be completed by the Office of Education:

Received by the Office of Education: June 30, 1971
(Date)

Effective date of State plan: July 1, 1971
(Date)

Approved by: _____
U. S. Commissioner of Education
(Title)

Date approved: OCT 6 1971

F1769-401.301-1/72 Rev. e

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Certificate of State Board of Education

State of Montana

I hereby certify that the attached 1972 amendments to the State Plan for Vocational Education were adopted by the State Board of Education on May 28, 1971 (Date). The State Plan, as amended and submitted, constitutes the basis for the operation and administration of the state's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representation contained in the plan as of this date are accurate to the best of my knowledge and belief.

State Board of Education

, 1971
(Date)

(Signed) James R. Anderson
(President)

I hereby certify that the attached State Plan for Vocational Education for fiscal year 1972 has been amended in consultation with the State Advisory Council. The Council membership has devoted many hours to reviewing the Plan and has met with the staff of the Superintendent of Public Instruction, Executive Officer for Vocational Education, on two occasions, May 6, 1971 and May 24, 1971 to review proposed amendments. Written recommendations of the Council were submitted to the state staff on May 25. The Council staff was invited to and participated in a meeting May 27 with the staff of the State Superintendent to review the recommendations incorporated. A majority of the Council recommendations were included. Also, the Advisory Council was represented by the Council Chairman, two members, and the Executive Director at the Annual Public Hearing of the State Plan conducted by the State Board of Education May 28, 1971, Helena, Montana. During this hearing the State Plan amendments were presented for public consideration prior to their approval by the Board.

The Council recommends to the U.S. Commissioner of Education that a concentrated effort by his office be made to complete the formal regulations for the development of a State Plan for the Administration of Vocational Education under the Vocational Education Amendments of 1968. The tentative guides now issued are released at such a late date that it is impossible for a state to comply with the June 1 submittal date and also comply with its responsibility to the public according to P.L. 90-576 (VEA-68).

State Advisory Council

May 25 1971
(Date)

(Signed) Linda Skaar

Chairman, Mont Advisory Council
(Title of authorized officer)
for Vocational Education

Certificate of Attorney General

State of Montana

I hereby certify:

1. THAT the State Board of Education shall be the State Board in this state within the meaning of Section 108 (8) of Public Law 90-576;

2. THAT said Board has the authority under State law to submit a State Plan;

3. THAT said Board has authority to administer or supervise the administration of the foregoing State Plan;

4. THAT all of the provisions of the foregoing plan are consistent with State law;

5. THAT the State Superintendent of Public Instruction has been duly authorized by the State Board of Education to submit the foregoing State Plan and to represent said Board in all matters pertaining thereto.

May 28, 1971 (Signed) Robert L. Woodahl
(Date) (Attorney General)

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

1. Notification of dates for public hearings and material were provided as follows:

Dates of Notification	Sent to	Materials Provided with Notice
May 7, 1971	Livingston Enterprise	None
May 14, 1971	Daily Ravalli Republican	
May 21, 1971	Lewistown Daily News	
	Miles City Star	
	Independent Record	
	Bozeman Daily Chronicle	
	Billings Gazette	
	Daily Inter Lake	
	Great Falls Tribune	
	The Missoulian	
	Havre Daily News	
	Dillon Daily Tribune-Examiner	
	Montana Standard	

2. Public hearing on the State Plan for Vocational Education was held as follows:

(Date)	Time	Place	Attendance
May 28, 1971	9:00 a.m.	Helena	20

3. The hearing was conducted by:

Mrs. Dolores Colburg	State Superintendent of Public Instruction and Executive Officer for Vocational Education
(Name)	(Title)

4. Conclusions or decisions reached were as follows:

(1) Suggestions and comments received at the public hearing will be given consideration in the development of the final draft of the State Plan.

(2) Additional suggestions for revision of the State Plan will be received and considered by the Office of the Superintendent of Public Instruction in preparation of the final draft.

(3) The final draft will be presented to the State Board of Education for action on May 28, 1971. Upon State Board approval the plan will be submitted to the U. S. Commissioner of Education for approval.

(4) The approved amendments to the State Plan will be disseminated to all current holders of the State Plan and other interested individuals and agencies within the State of Montana.

State Board of Education

June 1, 1971
(Date)

(Signed) _____
(President)

ADMINISTRATIVE PROVISIONS

1.0 General.

The Montana State Plan for Vocational Education has been developed as a guide for public educational agencies, institutions, contractual agencies and other agencies applying and qualifying to implement and conduct vocational education programs for the benefit of all population groups representing all levels of education in the state. The State Plan conforms to the requirements established by Public Law 90-576, 90th Congress, the Vocational Education Amendments of 1968, and all state statutes pertaining thereto.

1.1 State Board.

1.11 Name and Designation of State Board.

The State Board of Education, pursuant to Section 75-4242, R.C.M., 1947, as amended, is the sole agency responsible for the administration of the State Plan and for the supervision of the administration thereof by local educational agencies and has the authority to cooperate with the U. S. Office of Education in the administration of the State Plan. All reference to "State Board" throughout this plan refers to the State Board of Education.

1.12 Executive Officer Designation.

The State Superintendent of Public Instruction is the Executive Officer of the State Board of Education and is, as directed by the State Board, responsible for the administration of vocational education. (See 1.12 of the Legal Appendix.)

1.13 Authority of State Board.

The State Board of Education, pursuant to Section 75-4242, R.C.M., 1947, as amended, and 1.11 above, shall have the authority to submit the State Plan and will cooperate with the U. S. Office of Education in the administration of the State Plan. The State Board will direct the State Treasurer in the disbursement of all state and federal monies to be used for vocational education. (See 1.13 of Legal Appendix.)

1.14 State Board Organization.

1.14-1 Composition and Manner of Selection.

The State Board consists of eleven (11) members. Three (3) elected officials--the Governor, the State Superintendent of Public Instruction and the Attorney General--are ex officio members. Eight (8) members of the board are appointed by the Governor with the advice and consent of the senate of the state legislature. Composition of the State Board and manner of selecting State Board members are governed by state statutes. (See 1.14-1 of the Legal Appendix.)

1.14-2 A Description of the Units of the State Board Staff and the Functions Assigned to Each.

The State Board does not have units, nor does it have a staff, other than a secretary. Duties and responsibilities concerning vocational education are carried out by the Office of the Superintendent of Public Instruction as directed by the State Board and by the State Superintendent of Public Instruction as executive officer of the State Board. (See 1.14-2 of the Legal Appendix and 1.14-2 of Appendix I.)

A. State staff personnel of the Development of Vocational and Occupational Skills under the Office of the Superintendent of Public Instruction are designated to carry out the vocational education state functions as required by the act and as directed by the State Board through the Office of the Superintendent of Public Instruction. The State Director occupies a full-time position and has no substantial duties outside those connected with the total vocational education program. The State Board and the Office of the Superintendent of Public Instruction will maintain cooperative working relationships among the various agencies and institutions of the state responsible for conducting programs of vocational education. Number of personnel and duty assignments are according to 2.41 of Appendix I and 1.3 of this part and as follows:

   a. Director, Development of Vocational and Occupational Skills, responsible for administration and supervision of programs.

b. Assistant Director, Development of Vocational and Occupational Skills, responsible for planning, development, curriculum, training and post-secondary programs.

c. Accountant for Development of Vocational and Occupational Skills, responsible for financial accounting, record keeping, reporting, and programs.

d. Supervisor of Agriculture Education, secondary programs and responsible for youth group activities.

e. Supervisor of Business Education programs and responsible for secondary programs.

f. Supervisor of Consumer and Homemaking Education.

g. Supervisor of Wage Earning Home Economics Education and responsible for youth group activities.

h. Supervisor of Distributive Education and responsible for cooperative programs and youth group activities.

i. Supervisor of Health Occupations and responsible for evaluation activities.

j. Supervisor of Technical Education and responsible for residential school activities.

k. Supervisor of Trade and Industrial Education and responsible for adult education programs.

l. Supervisor-Instructor of Fire Fighter Training, responsible for developing fire fighter programs and conducting training activities.

m. Instructor of Fire Fighter Training, responsible for conducting training activities.

n. Supervisor of Manpower Training and responsible for manpower development and training act programs.

o. Program Officer of Manpower Training.

p. Supervisor of Special Needs responsible for the development and supervision of vocational education programs for disadvantaged and handicapped persons.

q. Director of Research, Planning, Development and Evaluation responsible for vocational education research and follow-up activities through the Director of the Development of Vocational and Occupational Skills.

r. Supervisor of Vocational Guidance and responsible for programs for the handicapped, disadvantaged, depressed areas and work study.

1.2 Public Hearings and Information.

1.21 Public Hearings.

Annual meetings will be called by the State Board for the purpose of considering proposed modifications of the State Plan. Proposals for modification may proceed from the State Superintendent of Public Instruction, the State Advisory Council, local educational agencies, state advisory committees, interested agencies, population groups and individuals.

1.22 Public Information.

1.22-1 Dissemination of Information.

A minimum of five hundred (500) copies of the State Plan and an equal number of statements of general policies, rules, regulations and procedures issued by the State Board concerning the administration of such State Plan will be distributed, but not limited in distribution, to interested agencies, organizations and individuals, e.g.:

Members of the State Advisory Council
Members of advisory committees
Local educational agencies
Post-secondary vocational-technical centers
Junior and community colleges
Four-year colleges and universities
Office of the Superintendent of Public Instruction
Montana Employment Security Commission
Department of Planning and Economic Development
Division of Vocational Rehabilitation
State Board of Education
Office of Economic Opportunity
Cooperative Area Manpower Planning System
Community Action Programs
Model City Agency

Annual meetings will be called by the State Board for all interested groups and individuals to discuss changes, additions and deletions to the State Plan. Subsequent meetings will be held to inform participants regarding the State Plan, amendments to the plan, changes in policies and procedures, as well as to discuss implications of the act for implementing and conducting vocational education programs.

1.22-2 Funding.

Sufficient funds will be budgeted for purposes of developing, producing, publishing and disseminating copies of the State Plan, policies and procedures.

1.23 Establishment and Certification of State Advisory Council.

A. A Montana State Advisory Council for Vocational Education shall be organized as a separate and independent body and shall act solely in an advisory capacity to the State Board.

B. The Governor shall appoint the members of the State Advisory Council pursuant to 1.23 of the State Plan. The Governor shall further certify the establishment and membership of the State Advisory Council not less than ninety days prior to the beginning of a fiscal year.

1.23-1 Membership.

The membership of the State Advisory Council shall exclude members of the State Board, but shall include the following representation:

A. At least one person familiar with the vocational education needs and problems of management and labor in the state.

B. At least one person representating state industrial and economic development agencies.

C. At least one person representative of community and junior colleges and other institutions of higher education, post-secondary vocational-technical centers, technical institutes and post-secondary or adult education agencies or institutions which may provide programs of vocational education and training.

D. At least one person familiar with the administration of state and local vocational education programs, and at least one person having special knowledge, experience or qualifications with respect to vocational education and who is not involved in the administation of state or local vocational education programs.

E. At least one person familiar with programs of vocational education, including programs in comprehensive secondary schools.

F. At least one person representative of local educational agencies, and at least one person representative of school boards.

G. At least one person representative of manpower and vocational education agencies in the state and the Cooperative Area Manpower Planning System of the state.

H. At least one person representing school systems with large concentrations of academically, socially, economically and culturally disadvantaged students.

I. At least one person with special knowledge, experience or qualifications with respect to the special educational needs of physically or mentally handicapped persons.

J. Persons representative of the general public, of whom at least one shall be representative of and knowledgeable about the poor and disadvantaged and who is not qualified for membership under any of the preceding categories.

1.23-2 Functions and Responsibilities.

The State Advisory Council shall have the following functions and responsibilities:

A. Advise the State Board on the development of the State Plan and policy matters arising in the administration of the State Plan submitted pursuant to the act and the rules and regulations in this part, including the preparation of long-range and annual program plans.

B. Evaluate vocational education programs, services and activities under the State Plan and publish and distribute the results thereof.

C. Prepare and submit through the State Board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State Board as the State Board deems appropriate, which evaluates the effectiveness of vocational education programs, services and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan, and recommend such changes as may be warranted by the evaluations.

D. Prepare and submit within sixty (60) days after its certification to the Commissioner through the State Board, pursuant to paragraph (C) of this section, an annual budget covering the proposed expenditures of the State Advisory Council and its staff for the following fiscal year. Fiscal control and accounting procedures, as authorized by the Governor, are under the administration of the State Superintendent of Public Instruction.

E. The State Advisory Council shall maintain close liaison and cooperation with the State Superintendent of Public Instruction; the State Director, Development of Vocational and Occupational Skills and the Research, Planning, Development and Evaluation component.

1.23-3 Meetings and Rules.

A. The State Advisory Council shall meet within thirty (30) days after certification has been accepted by the Commissioner and select from among its membership a chairman.

B. The time, place and manner of meetings shall be provided by rules adopted by the State Advisory Council and shall be set forth in the certification submitted to the Commissioner. Such rules shall provide for not less than one public meeting each year.

1.23-4 Staff.

The State Advisory Council may obtain the services of such professional, technical and clerical personnel as may be necessary to enable the council to carry out its functions and/or to contract for such services as may be necessary to enable it to carry out its evaluative functions.

1.23-5 Compensation.

A. Members of the State Advisory Council may receive the allowable state travel and per diem remuneration as prescribed by Section 59-538, R.C.M., 1947, as amended, for attendance at official meetings of the council.

1.31-2 State Director, Development of Vocational and Occupational Skills.

The State Director, Development of Vocational and Occupational Skills (whose title may later become Assistant Superintendent for Vocational Education), will be responsible to the State Superintendent of Public Instruction for the promotion, administration, direction, supervision and evaluation of all phases of the state's vocational education program.

A. Duties.

The duties of the State Director shall include the following:

1. To act as administrative officer of the Development of Vocational and Occupational Skills component in the Office of the Superintendent of Public Instruction.

2. To recommend policies and procedures regarding the administration of vocational education to the State Superintendent of Public Instruction.

3. To prepare and recommend an annual budget for the use of state and federal funds for vocational education.

4. To make recommendations to the State Superintendent of Public Instruction as to the approval or disapproval of schools, programs and courses for reimbursement.

5. To apprise the State Superintendent of Public Instruction of the receipts and disbursements of federal and state funds for vocational education.

6. To be responsible for the preparation, implementation and administration of State Plans for Vocational Education in conformity with the requirements of federal and state acts for vocational education.

7. To direct and coordinate the duties of the supervisors of the various service areas of vocational education, as well as the activities of professional and non-professional members of the staff in the Development of Vocational and Occupational Skills.

8. To be responsible for periodic evaluation of vocational education programs.

9. To direct promotional programs and to disseminate information pertaining to the improvement of vocational education in the state and the nation.

10. To attend conferences and other kinds of vocational education meetings outside the state when authorized to do so by the State Superintendent of Public Instruction.

11. To carry out such other duties relating to vocational education as he may be directed by the State Superintendent of Public Instruction.

B. Qualifications.

The State Director, Development of Vocational and Occupational Skills, shall hold at least a Master's degree from an accredited college or university and shall have had at least three (3) years of experience as a teacher and/or coordinator and/or supervisor and/or director in an approved program of vocational education.

1.31-3 Assistant State Director, Development of Vocational and Occupational Skills

A. Duties.

The duties of the Assistant State Director, Development of Vocational and Occupational Skills, will include, as assigned, any of the duties of the State Director relating to the total vocational education program or any phase thereof.

B. Qualifications.

He shall hold at least a Master's degree from an accredited college or university and shall have at least three (3) years of experience as a teacher and/or coordinator and/or supervisor and/or director in an approved program of vocational education.

1.31-4 State Supervisor.

A. Duties.

He shall be responsible for carrying out assignments made by the State Director which relate to the total vocational education program including, but not limited to, program promotion, supervision, development, improvement and evaluation; teacher education; research; reporting on vocational education programs and sponsorship of youth groups associated with the particular vocational service to which he is assigned.

B. Qualifications.

He shall hold at least a Bachelor's degree from an accredited college or university with a major in the particular vocational service to which he is assigned. In addition, he shall have had not less than three (3) years of experience as a teacher and/or supervisor and/or director of a recognized vocational education program of the particular vocational service to which he is assigned.

1.31-5 Assistant State Supervisor(s).

A. Duties.

He shall be responsible to the State Supervisor for the supervision of programs and/or program development in the state in the specific area or areas of vocational education programs and/or youth programs as assigned by the State Director.

B. Qualifications.

He shall hold at least a Bachelor's degree from an accredited college or university in the vocational service to which he is assigned. In addition, he shall have had not less than three (3) years of experience as a teacher and/or supervisor and/or director of an approved vocational education program.

1.31-6 Consultant(s).

A. Duties.

He shall be responsible for carrying out assignments as made by the State Director which relate to program development, research, evaluation and other State Plan functions.

B. Qualifications.

1. Experience.

He shall have had sufficient experience in and knowledge of the assigned area of work so as to assure the successful performance of duties as set forth in any negotiated agreement.

2. Education.

He shall have the educational background to enable him to fulfill a particular agreement.

1.31-7 Special Provisions.

Requirements listed in 1.31-2 through 1.31-6 and 1.32-1 and 1.32-2 may be waived if it is determined that a person has equivalent or comparable experience and/or education for the position to be filled.

1.32-2 Local Supervisor (or equivalent position).

A. Qualifications.

1. Experience.

Two (2) years of successful teaching experience in the vocational education field in which he is to serve as a supervisor.

2. Education.

He shall meet the minimum qualifications for certification in the particular vocational education field in which he accepts assignment.

1.32-3 Consultant.

A. Qualifications.

1. He shall have sufficient experience in and knowledge of the assigned area of work so as to assure the successful performance of duties as determined by the chief administrator and by the governing board of the local school district.

2. He shall have an educational background which the chief administrator and the governing board of the school district determine is adequate to enable him to fulfill his assignment(s).

1.33 Public Schools Instructional Personnel.

1.33-1 Instructors.

A. Experience.

A teacher of secondary students (grades 7-12) shall have had at least 2,000 hours recent work experience in the occupation or combination of occupations related to the specific field in which he is to teach, except in the case of trade, industrial and technical education teachers who must have at least 10,000 hours of recent work experience or apprenticeship training equal to 10,000 hours.

Business education teachers of secondary students may substitute one quarter internship program offered through one of the universities and approved by the Office of the Superintendent of Public Instruction for 1,000 of the 2,000 hours.

A teacher of post-secondary and adult students shall have had at least 2,000 hours of recent work experience related to the specific field in which he is to teach,

except in the case of trade, industrial and technical education teachers who must have at least 10,000 hours of work experience or apprenticeship training or a combination of work experience and apprenticeship training equal to 10,000 hours of work experience.

Business education teachers of post-secondary and adult students may substitute one quarter internship program offered through the universities and approved by the Office of the Superintendent of Public Instruction for 1,000 of the 2,000 hours.

B. Education.

1. A teacher of secondary students (grades 7-12) shall hold a valid teaching certificate with proper endorsement, when required, in the specific field of his specialty.

   A teacher of post-secondary and adult students shall meet the minimum requirements as set forth in the certification requirements adopted by the State Board.

2. A teacher whose preparation varies from the requirements cited above may be approved by the State Board upon recommendation of the State Superintendent of Public Instruction.

3. In programs where state licensure or certification by an appropriate national and/or state group requires special teaching standards, the teacher will at least meet minimum standards of licensure, certification or endorsement in the area of instruction to which assigned.

1.33.2 Instructional Aide.

An instructional aide, as defined by the State Superintendent of Public Instruction, is a person who is usually non-certificated and is employed by a school district to assist in instructional areas under the supervision of certificated personnel. This definition does not apply to organized programs which provide special opportunities for high school students to obtain experience while assisting teachers.

A teacher of post-secondary and adult students shall have had at least 2,000 hours of recent work experience related to the specific field in which he is to teach, except in the case of trade, industrial and technical education teachers who must have at least 10,000 hours of work experience or apprenticeship training or a combination of work experience and apprenticeship training equal to 10,000 hours of work experience.

Business education teachers of post-secondary and adult students may substitute one quarter internship program offered through the universities and approved by the Office of the Superintendent of Public Instruction for 1,000 of the 2,000 hours.

B. Education.

1. A teacher of secondary students (grades 7-12) shall hold a valid teaching certificate with proper endorsement, when required, in the specific field of his specialty.

   A teacher of post-secondary and adult students shall meet the minimum requirements as set forth in the certification requirements adopted by the State Board.

2. A teacher whose preparation varies from the requirements cited above may be approved by the State Board upon recommendation of the State Superintendent of Public Instruction.

3. In programs where state licensure or certification by an appropriate national and/or state group requires special teaching standards, the teacher will at least meet minimum standards of licensure, certification or endorsement in the area of instruction to which assigned.

1.33-2 Instructional Aide.

An instructional aide, as defined by the State Superintendent of Public Instruction, is a person who is usually non-certificated and is employed by a school district to assist in instructional areas under the supervision of certificated personnel. This definition does not apply to organized programs which provide special opportunities for high school students to obtain experience while assisting teachers.

A. Duties.

Instructional aides shall be responsible to supervising and/or other certificated personnel in carrying out the following functions:

1. Assisting with such duties regarding the promotion, implementation, operation and evaluation of vocational education programs as may be adequately performed by non-certificated personnel.

2. Assisting personnel of supporting services to cooperatively promote and enhance vocational education programs.

3. Assisting the certificated teacher in securing and setting up audiovisual equipment, library materials and any other material which may be used by the teacher in conducting a class.

4. Assisting the certificated teacher in many of the routine duties such as paper grading, financial matters, filing, record keeping, lunch duties, attendance, typing, checking out books, duplicating materials and ordering and obtaining supplies and materials.

5. Assisting in carrying out such duties not requiring the training or judgment of professional personnel.

B. Qualifications.

1. Experience.

He shall have had a minimum of successful experiences necessary to perform satisfactorily tasks as assigned.

2. Education.

He shall have at least a high school diploma, G.E.D. certificate, or an adequate background of education to enable him to carry out, under supervision, the objectives of the training program.

1.33-3 Teachers of Related Subjects.

A. Qualifications.

1. Experience.

Such teacher shall meet the qualifications of teachers of technical specialty courses or academically related courses and shall have a minimum of 15 quarter hours of approved college credits in each related subject he teaches.

2. Education.

He shall have a background of education adequate to enable him to carry out, under supervision, the objectives of the training program.

1.33-4 Cooperative Vocational Education Teacher Coordinators.

A. Qualifications.

1. Experience.

Such coordinator shall have had at least two years of occupational experience at wage-earning pursuits other than the professions.

2. Education.

He shall hold a valid Montana certificate and shall have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices.

1.34 Program Planning and Evaluation Personnel.

Personnel from the Development of Vocational and Occupational Skills component shall obtain, review and evaluate various data available from all sources within the state and will provide necessary planning and evaluative data to the State Director. They will also assist local personnel in determining types of data needed and techniques of obtaining data for state use. Such persons will have an understanding of the philosophy and objectives of vocational education and shall hold a Bachelor's degree or, in lieu thereof, have such other qualifying educational and background experience as the State Superintendent of Public Instruction may require.

1.35 Other Ancillary Service Personnel.

1.35-1 State Director of Guidance and Counseling.

A. Duties.

He shall be responsible for the overall direction of vocational guidance and counseling including, but not limited to, development, procurement and distribution of occupational information to local educational agencies; supervisory activities; program development, improvement, evaluation, expansion, research and interpretation; counselor training; and cooperation with all applicable services to promote vocational guidance.

B. Qualifications.

1. Experience.

He shall have a minimum of three (3) years of successful experience as a counselor and three (3) years of administrative or supervisory experience or a combination thereof.

2. Education.

He shall hold a valid Montana counselor's certificate or a certificate with an endorsement in counseling and shall have earned a minimum of nine (9) quarter hours in applicable vocational education courses as may be required by state certification standards approved by the State Board.

1.35-2 Assistant State Director of Guidance and Counseling.

A. Duties.

He shall be responsible to the State Director of Guidance and Counseling, assisting as required, in all vocational guidance activities under direction of the State Director of Guidance and Counseling and in cooperation with the Development of Vocational and Occupational Skills.

B. Qualifications.

1. Experience.

He shall have a minimum of three (3) years of successful experience at wage-earning pursuits other than the professions and a minimum of three (3) years of successful experience as a vocational counselor or a three (3) year combination thereof.

2. Education.

He shall hold a valid Montana counselor's certificate or a certificate with an endorsement in counseling and shall have earned a minimum of nine (9) quarter hours in applicable vocational education courses as may be required by state certification standards approved by the State Board.

1.35-3 Vocational Counselor(s).

A. Qualifications.

1. Experience.

He shall have a minimum of two years of occupational experience at wage-earning pursuits other than the professions.

2. Education.

He shall hold a valid Montana counselor's certificate or a certificate with an endorsement in counseling and shall have earned a minimum of fifteen (15) quarter credits in guidance and counseling of which six (6) quarter credits must be in vocational guidance.

1.35-4 Teacher Education Personnel.

A. Qualifications.

1. Experience.

He shall have had a minimum of three (3) years of successful vocational teaching experience and shall meet the State Plan requirements for a teacher's certificate in one or more vocational fields in the State Plan. When the State Board determines that special experiences and education are the equivalent of the above requirements, these requirements may be waived.

2. Education.

He shall have a Master's degree from a teacher education institution approved by the State Board and in the particular field of vocational education to be served.

1.35-5 Supervising Teacher.

A. Qualifications.

He shall be a fully qualified and certificated vocational instructor under the provisions of the State Plan and in the field in which he is to serve as a supervising teacher and shall have had a minimum of three (3) years of successful teaching experience in the specific vocational education field.

1.35-6 Supporting Staff.

A. Duties.

Personnel may be added to the teacher education staff when the educational institution and the State Board agree as to the need. Such personnel may include, but are not limited to, specialists in curriculum development, visual aids, subject matter, and related subjects, as well as any other personnel deemed necessary.

B. Qualifications.

Such persons shall possess adequate education and experience to satisfy the employing institution and the State Board that they can function effectively in the positions for which employed.

1.35-7 Research Personnel.

1.35-71 Director of Research, Planning, Development and Evaluation.

A. Duties.

He shall be responsible to the State Superintendent of Public Instruction for the overall program of designing, conducting and coordinating all phases of research and training and all experimental, developmental and pilot programs to meet the vocational education needs of youth and adults.

He shall be responsible for coordinating research efforts with other organizations, groups or agencies which may have an influence on the vocational education program in the state and shall supervise the dissemination of the results of such research activity.

B. Qualifications.

1. Experience.

He shall have at least three (3) years of experience conducting educational research related to vocational education.

2. Education.

He shall be qualified to teach in at least one vocational education field or shall be a qualified counselor or shall have had special training and experience in research methods.

1.35-72 Research Coordinator (Research, Planning, Development and Evaluation Component)

A. Duties.

He shall be responsible to the Director of the Research, Planning, Development and Evaluation component to aid in designing, conducting and coordinating vocational education research studies and experimental, developmental and pilot programs.

B. Qualifications.

1. Experience.

He shall have experience in conducting educational research and/or other research related to vocational education.

2. Education.

He shall have specialized training and experience in research methods which are reasonable in relation to the duties to be performed and as determined necessary by the State Superintendent of Public Instruction.

1.35-8 Curriculum Personnel.

1.35-81 State Supervisor.

A. Duties.

He shall be responsible to the State Director, Development of Vocational and Occupational Skills, for developing curricula appropriate to any given area of vocational education instruction and shall cooperate with vocational education personnel experienced and knowledgeable in the area being developed.

B. Qualifications.

1. Experience.

He shall have had a minimum of three (3) years of successful experience developing and writing curricula in a local school system, college or university; in an educational branch of business or industry; in one of the armed services or have other curricula development experience which is appropriate.

2. Education.

He shall hold at least a Bachelor's degree in one of the vocational education services and have had special courses in curricula development.

1.36 Other Personnel.

1.36-1 Professional.

A. Duties.

Professional personnel shall be responsible for such areas of vocational education work as may be recommended by the State Superintendent of Public Instruction and approved by the State Board for which provisions have not been made in 1.31 through 1.35 of this State Plan.

B. Experience and Education.

Such personnel shall have had adequate experience and education to meet the requirements of the position(s) and to assure successful performance of the duties as determined by the State Superintendent of Public Instruction.

1.36-2 Classified Services.

A. Duties.

Such personnel shall be responsible to the appropriate director or supervisor for assigned secretarial, clerical, fiscal, statistical or other services to be performed.

1.4 Professional Improvement.

1.41 Improvement of Qualifications of Personnel.

A. Educational and sabbatical leave for the purpose of improving professional and personnel qualifications of state staff may be made available as determined by the State Superintendent of Public Instruction.

B. Planned programs for preservice and inservice teacher education shall be provided by the State Board through appropriate teacher training institutions or other agencies as approved by the State Board.

C. Courses for teacher aides will be offered through designated teacher training institutions or other agencies as approved by the State Board and as the need arises.

D. The State Board, through the Office of the Superintendent of Public Instruction or by written contract, with other agencies or institutions, may produce and disseminate instructional and other materials essential to the development or improvement of vocational education personnel at the state and/or local level.

E. An annual evaluation of all professional improvement programs will be conducted by the State Board.

1.42 Review and Modification of Personnel Qualification Standards.

The State Board, through the Office of the Superintendent of Public Instruction, will conduct an annual review of personnel qualification standards and shall effect modifications of standards as changing objectives of vocational education require that such is necessary.

1.5 Program Evaluation.

The State Board shall be responsible for assuring that state and local programs, services and activities carried out under the State Plan will be periodically evaluated with sufficient extensiveness and frequency to enable the State Board to effectively carry out its functions under the State Plan and to fulfill the purposes of the act. (See 2.42 of Part III of this plan.)

Local educational agencies will make an annual evaluation of the quality and effectiveness of each program under their direction, utilizing educationally and occupationally acceptable evaluative instruments in accordance with state policy, state educational and employment standards and the State Plan. Evaluations will be conducted to determine the extent to which programs, services and activities continue to be:

A. Realistic in the light of actual or reliably anticipated opportunities for gainful employment.

B. Suited to the needs, interests and abilities of students to benefit from programs in which they are enrolled in terms of acquiring the knowledge and skills necessary for making informed and meaningful occupational choices; for enrolling in advanced technical education programs; and for gaining entry employment in the occupations for which they have been trained.

C. Effective with regard to the placement and successful employment of students in the occupations for which they were trained or in closely related occupations. Local educational agencies will maintain educational, personnel and follow-up records on all students enrolled in each program regarding the placement and employment of students, number entering college instead of employment and other follow-up information.

The Development of Vocational and Occupational Skills component, under the direction of the State Superintendent of Public Instruction, will utilize the Research, Planning, Development and Evaluation component to plan, implement and conduct an extensive statewide plan of evaluation and follow-up studies. This retrieval and dissemination system is designed to gain information regarding student entry in a vocational education program, student exit from such a program and student follow-up studies regarding the success of such students on a six month, two and one-half year, and four and one-half year basis. Utilizing instruments developed by the Research, Planning, Development and Evaluation component, data will be gathered from local educational agencies conducting vocational education programs. Upon retrieval, information will be placed on data cards compatible with computer processing. These data cards will be placed in a vocational education data bank for use in making evaluations and interpretations which may be used to develop more meaningful programs to meet the needs of all population groups.

The instrument which will be used to gather student entry information is designed to collect personal, educational and occupational experience background data. Student exit data will include personal, educational progress and educational status information. The instrument which will be used to gain information from a student six months after exit from a program will include information regarding student progress on the job, student evaluation of the educational program from which he graduated and student evaluation regarding the relevancy of the curriculum pursued in terms of employment success.

Through this system of follow-up and evaluation, data will be used to isolate and define job opportunities of the state and region. Curriculum development based on job analysis will be more realistic in meeting human employment needs. Studies of this nature will also be used to make evaluations of the efficacy of training programs.

1.6 State Reports.

The State Board will, through the Office of the Superintendent of Public Instruction, complete and submit to the Commissioner all required federal reports. Such reports will be completed using the guidelines and forms provided by the U. S. Office of Education.

The State Board will afford proper access to all state reports pertaining to vocational education and will comply with any other provisions necessary to assure correctness and verification of such reports.

1.7 Cooperative Arrangements.

1.71 State Employment Service.

A. The Montana Employment Security Commission and local employment service offices shall make available to the State Board and to local educational agencies occupational information regarding reasonable prospects of employment, both present and future, in communities of the state, regions and elsewhere where applicable.

B. Employment and occupational information from said agencies will be considered by the State Board and local educational agencies in providing guidance and counseling to students and prospective students in determining occupations for which persons are to be trained and will be used as a factor in determining the content, number and location of courses to be offered.

C. The State Board and local educational agencies will make available to the State Employment Service occupational qualifications of persons leaving or completing vocational education courses or schools. This information shall be considered by such offices in occupational guidance and in the job placement of such persons.

D. The State Board and local vocational education agencies shall develop, secure and disseminate vocational and occupational education information to local and state planners, state and local guidance and counseling services and employment service agencies.

E. The State Board shall periodically evaluate its cooperative agreement with the Montana Employment Security Commission relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities on the local, state and national levels. (See 1.71 of Appendix II.)

1.72 Handicapped Persons.

The State Board will enter into cooperative agreements with the State Department of Public Welfare, Bureau of Indian Affairs, community action agencies and any other such appropriate agencies to provide special vocational education programs for handicapped persons. Agreements have been made with the Division of Vocational Rehabilitation. The special education office is a part of the Division of Instructional Services under the Office of the Superintendent of Public Instruction. This office carries out its functions regarding special education services, including those relating to persons in vocational education programs, under the direction of the State Superintendent of Public Instruction as a regular assigned responsibility and without written agreement. (See 1.72 of Appendix II.)

1.73 Other Agencies, Organizations and Institutions.

A. The State Board, while in the process of developing vocational education programs, services and activities, may enter into cooperative agreements with such agencies, organizations and institutions concerned with manpower needs and job opportunities as institutions of higher education, model cities, business, labor, community action organizations, state and local vocational rehabilitation agencies, special educational agencies, public health agencies and private organizations.

B. Plans for implementing cooperative agreements with the agencies, organizations and institutions shall be done by written agreement and said agreement may include, but is not limited to, the following:

1. The educational facilities available for occupational education.

2. Opportunities for employment and other information needed for occupational guidance and placement of such persons.

C. The State Director, Development of Vocational and Occupational Skills, may delegate to members of his staff the responsibility of investigating and analyzing the necessity and feasibility of entering into cooperative agreements with these and other organizations, agencies and institutions.

D. The State Board shall periodically evaluate their cooperative agreements with agencies, organizations and institutions relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, state and national levels.

E. Copies of such cooperative agreements between agencies, organizations, or institutions will be forwarded by the State Board to the U. S. Office of Education for filing with the State Plan at such time as such agreements are entered into.

1.74 Other States.

A. The State Board may enter into cooperative agreements with one or more other states for the conduct and administration of vocational education programs, services and activities under the State Plan. Any contractual, cooperative agreements entered into shall conform to all laws, rules and regulations of all participating states as they pertain to the proposed State Plan and agreement.

B. Copies of said cooperative agreements will be forwarded by the State Board to the U. S. Office of Education for filing with the State Plan.

C. The State Board shall periodically evaluate the cooperative agreements with other states relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, state and national levels.

1.8 Vocational Education Under Contract.

The State Board may contract with private institutions or agencies where the State Board has determined that such organizations can provide education and training at a lesser cost or can provide equipment or services not available in public agencies. Policies and procedures governing such contracts shall assure that the following requirements are met:

A. That each contract be in writing.

B. That the contract incorporate the applicable standards and requirements contained in the State Plan and prescribed by the State Board.

C. That each contract be in accordance with state and local laws.

D. That the instruction under contract be conducted as a part of the state and local program under the supervision of the State Board.

E. That the contract constitute a reasonable and prudent use of funds available under the State Plan.

F. That each contract include an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of or eliminate tuition, fees and other charges that would otherwise be collected from the parties concerned.

G. That such contracts be reviewed at least annually.

1.81 Private Post-Secondary Vocational Training Institutions.

The State Board may contract with private post-secondary vocational training institutions to provide vocational education training not otherwise available at a lesser cost to public agencies provided that policies and procedures governing such contracts shall be such as to assure that the requirements set forth in 1.8 are met.

1.82 Other Agencies and Institutions.

The State Board may contract with other agencies and institutions such as, but not limited to, schools of higher education to provide vocational education where such agencies and institutions can make significant contributions toward attaining the objectives of the State Plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions.

1.9 Construction Requirements of Designated Post-Secondary Vocational-Technical Education Centers.

In prescribing terms and conditions for approval of construction projects entailing federal financial participation, the State Board shall require the following assurances, taking legal action to assure compliance if such is deemed necessary:

1.91 Labor Standards.

That all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the act will be paid wages at a rate not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended, (40 U.S.C. 276a-276a-5) and 29 CFR Part 1 (29 F.R. 95) and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (40 U.S.C. 327-332) that such contractors and subcontractors shall comply with the provisions of 29 CFR Part 3 (29 F.R. 97) and that all construction contracts and subcontracts shall incorporate the contract clauses required by 29 CFR § 5.5(a) and (c) (29 F.R. 100, 101, 13463).

1.92 Equal Employment Opportunity.

That all construction contracts exceeding ten thousand dollars ($10,000) shall include the employment non-discrimination clause prescribed by section 203 of Executive Order No. 11246 of September 24, 1965 (30 F.R. 12319), and the State Board or local educational agency shall otherwise comply with the requirements of section 301 of said Executive Order.

1.93 Avoidance of Flood Hazards.

That the State Board and the local educational agency shall evaluate flood hazards in connection with school facilities planning and, as far as practicable, avoid the uneconomical, hazardous or unnecessary use of flood plains in connection with such construction in accordance with provisions of Executive Order No. 11296 of August 10, 1966 (31 F.R. 10663).

1.94 Accessibility to Handicapped Persons.

That the State Board and the local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, meet the minimum standards contained in the "American Standard Specifications for Making Buildings and Facilities Accessible To, and Usable By, the Physically Handicapped," approved by the American Standard Association, Inc., and will comply with appropriate sections of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide," Department of Veterans Benefits, Regional Office, Veterans' Administration, and other pertinent standards prescribed by the Secretary of Health, Education and Welfare and state agencies regarding school construction.

1.95 Competitive Bidding.

That all construction contracts shall be awarded to the lowest qualified bidder on the basis of open competitive bidding, except that if one or more items of construction are covered by an established alternative procedure which complies with the state and local laws and regulations and which will assure construction in an economical manner consistent with sound business practice, they may be awarded under procedures prescribed by Montana laws. (See 1.95 of Legal Appendix.)

1.95-1 Review and Approval of Construction Proposals.

All construction proposals and applications will be reviewed and acted upon by the State Board. Physical inspections of facilities shall be made during and upon completion of construction.

1.95-2 Discontinuance or Diversion of Vocational Education Programs.

Whenever state designated post-secondary vocational-technical education center facilities or residential vocational education school facilities for which federal funds have been expended are sold or are no longer used for a purpose permitted under the act, the federal government shall be credited with its proportionate share of the depreciated value of such facilities. The value of such property shall be determined according to the appraised market value in case of discontinuance of use or diversion for use other than for vocational education.

1.10A Effective Use of Results of Program and Experience.

The State Board will assure that effective use will be made of the results of experience gained in conducting programs and projects assisted under parts C, Research and Training in Vocational Education; D, Exemplary Programs and Projects; E, Residential Vocational Education; F, Consumer and Homemaking Education; G, Cooperative Vocational Education Programs; H, Work-Study Programs for Vocational Education Students; and I, Curriculum Development in Vocational and Technical Education of the act.

A. The State Board, through the staff of the Office of the Superintendent of Public Instruction, will gather and disseminate information about programs and projects assisted under parts C through I of the act. Information will be gathered through local agency applications, questionnaires, meetings, visitations, follow-up studies and evaluation. Dissemination will be through the press, radio, television, printed materials, reports, public hearings, conferences and other meetings.

B. Information which is gathered regarding programs and projects assisted under parts C through I of the act will be evaluated to determine its effective use for programs under all parts of the act. Information and experiences of programs which have been gained will be reviewed by the staffs of the Research, Planning, Development and Evaluation component, and the Development of Vocational and Occupational Skills component and recommendations will be made to the State Board, through the Office of the Superintendent of Public Instruction, regarding its efficient total use.

C. The Director of the Development of Vocational and Occupational Skills component will conduct inservice training programs for persons responsible for gathering and disseminating information. Inservice and preservice sessions will also be conducted for personnel who may be responsible for developing new programs. Inservice training for the purpose of informing personnel regarding programs and projects under these parts of the act will be for state staff, local educational agency teacher staffs, local educational agency administrative and supervisory staffs, business and industry personnel, labor personnel and any other groups which play a cooperative role in meeting vocational education objectives.

D. The State Board will assure that other activities which produce acceptance and implementation of change and new directions in vocational education will be carried out. Informative meetings designed to orient individuals and various population groups will be held throughout the state under the sponsorship of the State Board and through the Office of the Superintendent of Public Instruction. Conferences will be held with educational administrative groups, educational teacher groups, business and industry groups, agricultural organizations, service organizations, Montana Vocational Association, youth organizations, minority groups, women's organizations, Montana Education Association, depressed area representatives, representatives of the handicapped, disadvantaged and unemployed and any other interested groups.

1.10B Opportunity for Hearings on Local Applications.

A. In compliance with the provisions of Section 123(a)(13) of the Vocational Education Amendments of 1968, there is hereby provided a procedure for any local educational agency dissatisfied with final action with respect to an application for federal funds for vocational education. For the purposes of conducting such hearings, a quorum consisting of at least six (6) members of the State Board shall be present. The State Superintendent of Public Instruction is required to be among the six (6) members present. If the Attorney General is not present, then an attorney who is a member of the Attorney General's staff shall be present to advise the State Board on matters of law and procedure. However, such staff attorney shall not be counted as a member of the State Board for meeting quorum requirements and shall not have a vote with regard to State Board action based on the hearing.

B. When the initial decision has been made with regard to the action to be taken on any application, the State Superintendent of Public Instruction will promptly notify the applicant in writing of the action taken. If the action is other than favorable, the applicant may, within twenty (20) days after receipt of said notice, submit a written petition to the State Superintendent of Public Instruction requesting a hearing on his application. The petition must specifically set forth:

1. The matters of fact and law upon which petitioner bases his assertion that the action taken on his application should not be made final.

2. A list of exhibits which petitioner intends to introduce at the hearing.

3. A list of witnesses whose testimony will be introduced.

C. Within ten (10) days after receipt of the petition, the State Superintendent of Public Instruction will notify the petitioner of the time and date on which the hearing will be held. The petitioner may request the State Board to change the original date set for the hearing only if petitioner files an affidavit stating that holding the hearing on the original date would result in an unreasonable hardship, and further specifying the reasons why it would result in such hardship. Dilatory tactics on the part of the petitioner will result in a loss of the right to a hearing. All hearings will be held in Helena, Montana.

D. The State Board shall convene at the time and place set for the hearing. The members of the State Board shall have authority to:

1. Rule upon offers of proof and receive relevant evidence.

2. Regulate the course of the hearing.

3. Dispose of procedural requests or similar matters.

4. Reach final decisions on applications.

E. The proponent of a rule of order shall have the burden of proof. Any oral or documentary evidence may be received, but the State Board shall, as a matter of policy, provide for the exclusion of irrelevant, immaterial, or unduly repetitious evidence and no sanction shall be imposed or rule or order be issued except upon consideration of the whole record or such portions thereof as may be cited by any party and as supported by and in accordance with the reliable, probative and substantial evidence. Every party shall have the right to present his case or defense by oral or documentary evidence, to submit rebuttal evidence, and to conduct such cross-examination as may be required for a full and true disclosure of the facts. In order that a full and complete record will be produced, the State Board may also introduce exhibits and testimony and it shall have the right to cross-examine witnesses.

F. The transcript of testimony and exhibits, together with all papers and requests filed in the proceedings, shall constitute the exclusive record for decision and, upon payment of prescribed costs, shall be made available to the party requesting it.

G. Prior to the hearing, the petitioner shall submit for the consideration of the State Board (a) proposed findings and conclusions, or (b) exceptions to the initial decision made with regard to petitioner's application, and (c) supporting reasons for such exceptions or proposed findings or conclusions. The record shall show the ruling upon such finding, conclusion, or exception presented. All decisions rendered pursuant to the hearing shall become a part of the record and include a statement of (a) findings and conclusions, as well as the reasons or basis therefore, upon all the material issues of fact, law or discretion presented on the record, and (b) the appropriate relief or denial thereof.

H. Any person or party appearing before the State Board shall be accorded the right to be accompanied, represented, and advised by counsel. Nothing herein shall be construed either to grant or to deny to any person who is not a licensed, qualified attorney the right to appear for or represent others before the said State Board. Further, nothing herein shall be construed as obligating the said State Board to provide counsel for any petitioner or party appearing before it requiring such representation. Counsel must be obtained at the expense of the party.

I. If any local educational agency is dissatisfied with the final action of the State Board with respect to approval of an application by such local educational agency for a grant pursuant to this act, such local educational agency may, within sixty (60) days after such final action or notice thereof, whichever is later, file with the United States Court of Appeals for the circuit in which the state is located a petition for review of that action.

1.10C Economically Depressed Areas or High Unemployment Areas.

In determining which areas and communities of the State are "economically depressed areas," "economically depressed communities," or "areas of high unemployment," the State Board will rely upon the determinations made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161).

If the State Board determines that the use of such determinations by the Secretary of Commerce is impractical or undesirable, either because the areas so designated are too large in size or too few in number, the State Board may designate such other areas or communities of smaller size (such as school districts, school attendance areas therein, urban renewal areas, or model city areas) which, on the basis of the most recent information available, meet either the following criteria or more stringent criteria as it may deem necessary:

A. The current rate of unemployment is at least 6%; or

B. The median family income in the area is not more than 40% of the national median.

C. Other valid and appropriate indices of economic depression.

The sources of information regarding unemployment rates, median family income and other indices of economic depression include the Montana Employment Security Commission, urban renewal, labor, management, model city and other state and federal agencies carrying out statistical research and analysis regarding economic depression. Information used for designation of such areas will be the most recent available and will be updated at least annually.

1.10D Areas of High Youth Unemployment or School Dropouts.

A. Definitions.

"Youth unemployment" refers to unemployed persons sixteen (16) to and including twenty (20) years of age.

"School dropout" refers to a student who leaves an elementary or secondary school for any reason, except death, before graduation from secondary school or before the completion of a program of studies and without transferring to another school.

B. Designation of Areas.

The State Board shall designate areas of the state (including local school districts or school attendance areas therein, urban renewal areas, or model city areas) as areas of "high concentration of youth unemployment and school dropouts" on the basis of the most recent statistical information made available, provided that such information is certified by an authorized official of recognized authority in such agencies as the Department of Planning and Economic Development, the Montana Employment Security Commission, the Office of the Superintendent of Public Instruction, or local agencies stating that the areas being considered meet the definition and criteria for such designation. Such supporting information shall be compared with reports of the following:

1. Employment data compiled and released at state and local levels by the Montana Employment Security Commission.

2. The Biennial Report of the Superintendent of Public Instruction compiled by the Office of the Superintendent of Public Instruction.

3. Data compiled by local private and public school districts.

4. Data compiled by other appropriate local, state and federal agencies.

The State Board shall designate as "areas of high concentration of youth unemployment or school dropouts" those which meet the following criteria (or more strict criteria as it may deem appropriate):

1. The current rate of youth unemployment is at least 12% or a minimum number of twenty-five (25) such persons are identified as needing vocational education in the area to be served.

2. The current school dropout rate is in excess of the overall state dropout rate or a minimum number of twenty-five (25) such persons are identified as needing vocational education in the area to be served.

C. Dropout Rates.

An individual will be considered a dropout according to the definition in 1.10D, A, above, and whether his exit from a school program occurs during or between regular school terms, before or after he has passed the compulsory school attendance age of sixteen (16) years of age and, where applicable, whether or not he has acquired the skills and gained the knowledge for entry employment. The number of dropouts will be computed on the basis of the above criteria for local school districts as well as on a statewide basis.

D. Youth Unemployment Rates.

Youth unemployment will be computed on the basis of the number of youth, sixteen (16) through twenty (20) years of age, who are unemployed in a given geographic area such as a county, city, school district or attendance area therein or any other identifiable area of the state.

E. Sources and Recency of Information.

Sources of information will be those outlined in 1.10D, B, above. The State Board will use the most recent information available and will update such information annually or whenever practical.

2.0 Fiscal Control and Fund Accounting Procedures.

2.1 Custody of Federal Funds.

The treasurer of the State of Montana is authorized, by state law, to receive and provide custody for federal and state funds designated, appropriated, or allocated for the purposes of vocational education. (See 2.1 of the Legal Appendix.)

2.2 Expenditure of Federal and State Funds.

The State Board, with the State Superintendent of Public Instruction as Executive Officer for Vocational Education, is the state agency designated by law to authorize expenditures of federal and state funds for vocational education. (See 2.2 of the Legal Appendix.)

2.3 Allotment Availability.

2.31 Programs and Services.

Federal funds allotted to the State Board under the act for each fiscal year shall be available for use by the State Board and local educational agencies only during the same fiscal year, except that the following allotments shall also be available for use during the succeeding fiscal years:

A. Transferred Funds.

Federal funds allotted to the State Board from funds appropriated under Section 102(a) of the act for each fiscal year for the purposes of Parts B and C of the act, and which are either transferred to or combined with allotments to the state for the same fiscal year, pursuant to Section 102.156 of Federal Rules and Regulations. (See 2.31(A) of Appendix III.)

B. Reallocated Funds.

Federal funds allotted to the State Board from funds appropriated under Section 102(b) of the act from each fiscal year for vocational education for the disadvantaged and which are reallotted from other states pursuant to Section 102.157 of Federal Rules and Regulations. (See 2.31(B) of Appendix III.)

C. Federal funds allotted to the State Board under Part D of the act.

2.31-1 Expenditures.

A. The fiscal year for state purposes shall commence on the first (1st) day of July of each year and end of the last (30th) day of June of each year. The budget allotment period is one year in duration. Expenditures covered in this section will be chargeable to that fiscal year's allotment in which the obligation was incurred.

1. The expenditure of supervisory and administrative funds at the state level is on an annual obligation basis. All expenditures not made under a purchase order (encumbered funds) are on a cash basis.

2. Expenditures made under a purchase order are on an obligation basis since Section 59-701.1, R.C.M., 1947, as amended, provides that unencumbered funds will be reappropriated for expenditure the following year. (See 2.31-1 of the Legal Appendix.)

3. Local school district expenditures are on a cash basis with the exception of construction in progress expenditures, since Sections 75-1721, R.C.M., 1947, as amended, and 75-4526, R.C.M., 1947, as amended, provide for the lapse of appropriations on July 20. Expenditures covered in this section will be chargeable to that fiscal year's allotment in which the obligation was incurred. (See 2.31-1 of the Legal Appendix.)

B. It is estimated that some personnel will be working on programs under this plan and on other programs for the State Superintendent of Public Instruction where the same individual is performing other functions. Costs will be prorated according to the function performed. The basis for such proration will be determined and established by the operating budget of the State Superintendent of Public Instruction. (See 2.31-1 of Appendix V.)

The proration of costs will be done by function activity as assigned by the State Superintendent of Public Instruction by memorandum in advance of the activity or as reported by the individual on an after-the-fact basis. Staff services and other internal supporting program function charges will be prorated on the basis of personnel serviced. Equipment, supplies and travel will be charged on an actual use basis, with the exception of those costs applicable to staff services and other required internal supporting program functions. (See 2.31-1(B) of Appendix V.)

2.32 Construction.

The State Board, with the State Superintendent of Public Instruction as the Executive Officer, is the agency designated by law to authorize expenditures of federal and state funds for the purpose of construction of facilities for the purposes of vocational education. (See 2.32 of the Legal Appendix.)

Approval of the construction project and execution of the contract between the State Board and the local educational agency shall determine the fiscal year to be charged, the state and/or federal funds to be encumbered and the identification of local matching funds.

Project proposals for the construction of residential vocational schools will be reviewed by the State Board to determine whether the size, location and existing facilities justify the establishment of a residential school in accordance with appropriate and legal standards. Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentration of youth unemployment and school dropouts. (See 7.0, Residential Vocational Education Schools.)

Fiscal control and accounting procedures as set forth in 2.4 and 2.5 shall apply to construction contracts. Clearance before final payment on construction contracts shall include:

A. Inspection of facilities.

B. Verification of final costs.

C. Proof of publication of notice of final settlement in the form and manner prescribed by law.

2.4 Fiscal Records.

The official fiscal accounts and documents of the State Board and the Office of the Superintendent of Public Instruction will be maintained by the State Superintendent of Public Instruction, Helena, Montana, as executive officer of the State Board.

2.41 Retention of Records.

The State Board shall provide for keeping accessible and intact all records identified as to individual allotments to which they relate, supporting claims for federal grants or relating to the accountability of the State Board or any local education agency participating under the State Plan for the expenditure of such grants, expenditure of matching funds, and records supporting maintenance of effort and compliance with other requirements of the act, the regulations in this part and the State Plan.

2.42 Time Period.

Records referred to in 2.41 shall be retained (1) for five (5) years after the close of the fiscal year in which the expenditure was made and by the State Board or any participating local educational agency; or (2) until the State Board is notified of the completion of the federal audit, whichever is earlier.

2.43 Questioned Expenditures.

The records involved in any claim or expenditure which have been questioned by the federal auditor shall be maintained until necessary adjustments have been made and the adjustments have been approved by the Commissioner.

2.5 Audits.

2.51 State Audit of State Accounts.

The Legislative Auditor if responsible for the auditing of the accounts of the State Board. Reports of such audits will be available from the State Controller, the State Superintendent of Public Instruction and the Legislative Auditor. (See 2.51 of the Legal Appendix.)

2.52 Audits of Local Accounts.

Fiscal records and documents maintained by local educational agencies and used to support claims for federal participation in vocational education projects approved by the State Board will be audited by the State Examiner. These audits will be made annually and copies of such audits will be maintained in the Office of the Superintendent of Public Instruction. (See 2.52 of the Legal Appendix.)

3.0 State Vocational Education Programs.

3.1 Allocation of Funds to Part B.

3.10 Purposes.

Federal funds appropriated and allotted to the states for the purpose of Part B of the act shall be used for vocational education programs, services and activities for persons in high school, persons who have completed or left high school and who are available for study in preparation for entering the labor market, persons who already have entered the labor market and need training to achieve stability or advancement in employment, disadvantaged persons and handicapped persons.

Local educational agencies will prepare and submit to the State Board annually, or as the need for training arises, program applications. All local applications will be reviewed by members of the vocational education staff of the Office of the Superintendent of Public Instruction and submitted for consideration by the State Board. An annual and a long-range State Plan will be developed and made available to all persons and local agencies interested in its use. State Plans will be reviewed by the State Advisory Council and participants of a public hearing and will be submitted to the State Board for review and action as required by the act.

In the allocation of funds to local educational agencies, the State board will consider the relative importance of such factors as economic growth potential, current and projected industrial and business development, job opportunities and available vocational education resources.

3.11 Percentage Requirements.

The State Board will allocate funds within the percentage requirements of the act for programs for disadvantaged persons, handicapped persons, post-secondary vocational education, and consumer and homemaking education, and within the statewide matching requirements except when a waiver of percentage requirements has been obtained. If an expenditure for vocational education falls within more than one of the use categories to which percentage allocation requirements apply, the expenditure may be counted in only one of the use categories for the purpose of meeting the percentage allocation requirements of the act. The State Board will allocate funds within the percentage requirements set forth in Section 102.59 of the Federal Rules and Regulations. (See 3.11 of Appendix III.)

3.12 Identification of Disadvantaged Persons.

"Disadvantaged persons" means persons who have academic, socioeconomic, cultural or other handicaps which prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs and/or related services for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such program and/or service result from poverty, neglect, delinquency or isolation from the community at large for cultural, linguistic or geographical reasons. It does not include physically or mentally handicapped persons. Geographical isolation shall be by the criteria established in Section 75-3617, R.C.M., 1947, as amended. (See 3.12 of the Legal Appendix.)

The State Board and local agencies conducting programs for disadvantaged persons shall utilize qualified personnel and appropriate agencies to identify such persons. Guidance counselors and psychometricians will administer and interpret such tests as the Wechsler Intelligence scale for children, Wechsler Adult Intelligence scale as well as educationally accepted aptitude and vocational interest tests for occupational education placement. Academic achievement tests will also be utilized and cumulative files will be kept by the local educational agency conducting such programs. School attendance records and deviant behavior from accepted social norms as related to family, school and community will be additional identifiers of such persons.

Social data gathered by the Department of Public Welfare on the family constellation will become part of the identifying information. Other local and state agencies working with handicapped persons will be contacted with reference to health records, employment history, economic status, job opportunities, employment requirements and employment demands.

The State Board and local agencies conducting programs for disadvantaged persons shall utilize data and information regarding deprivations relating to the academic, socioeconomic, cultural, neglected, delinquent, linguistic or geographically isolated, from such agencies as the Department of Public Welfare, the Montana Employment Security Commission, state and local Cooperative Area Manpower Planning System committees, Bureau of Indian Affairs and other such local, state and federal agencies. Procedures, criteria and norms for identifying such persons shall be, if appropriate, consistent with those used by the agencies named above.

The State Board, through the Office of the Superintendent of Public Instruction, shall be responsible for identifying such persons and developing recruitment procedures through local school districts for enrollment of such persons in vocational education programs. The Research, Planning, Development and Evaluation component will assist in developing identification procedures and will gather data which may be used for periodic evaluation of such programs to assure that the vocational education needs of such persons are met.

Training for such persons shall not include physically or mentally handicapped persons unless such persons also suffer from the above handicaps.

3.13 Identification of Handicapped Persons.

The term "handicapped" shall refer to those persons who are mentally retarded, hard of hearing, deaf, impaired of speech, impaired of vision, seriously emotionally disturbed, crippled or impaired of health and who, by reason thereof, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require modified vocational education programs or services. These handicapped persons will be identified by referral from other agencies, surveys and research.

The State Board and local agencies conducting programs for handicapped persons shall identify such persons by using data available from the Division of Vocational Rehabilitation, state and local Cooperative Area Manpower Planning System committees, the Montana Employment Security Commission, local school testing, diagnostic, guidance and counseling departments, testing and diagnostic clinics, health services and any other appropriate agencies which may provide such information. The State Board, through the Office of the Superintendent of Public Instruction, shall be responsible for identifying such persons and initiating vocational education programs to be conducted by a local school district or agency. The Research, Planning, Development and Evaluation Component will assist in developing identification procedures and will gather data which may be used for periodic evaluation of such programs to assure that the vocational education needs of the handicapped are met.

Handicapped persons will be identified by qualified personnel and acceptable agencies through the administration and interpretation of appropriate tests and screening devices as used by vocational rehabilitation and other state and local agencies. Procedures, criteria and norms for identifying such persons shall be, if appropriate, consistent with those used by the agencies named in 3.13 above, as well as those used by professional personnel in the following:

A. Mentally retarded individuals will be identified by a psychometrician or psychologist who will administer and interpret the Wechsler Intelligence scale for children, the Wechsler Adult Intelligence scale or the Stanford-Benet Individual Mental Test. A score of seventy-five (75) or below on any of the above tests will qualify an individual for placement in a special program for the handicapped.

B. The acoustically handicapped will be screened and evaluated by audiologists.

C. Speech pathologists will test, evaluate and screen individuals with speech defects for placement in a special program.

D. A psychologist, psychiatrist or qualified guidance counselor will identify and work with the emotionally disturbed following evaluations and recommendations by mental hygiene clinics regarding placement in programs for such persons.

E. Medical reports submitted by ophthalmologists will be utilized to identify visually handicapped persons.

3.14 Manpower Needs and Job Opportunities.

Consideration will be given to manpower needs and job opportunities as determined pursuant to 3.26-1 of the State Plan in determining allocation of funds. The State Board, with the aid of the State Advisory Council, will analyze labor market data from such sources as the Montana Employment Security Commission; private and industrial employment agencies; local school districts and municipal surveys; national and regional surveys; labor and management; professional organization;, local and state Cooperative Area Manpower Planning System committees; Montana State Rural Areas Development Committee; Research, Planning, Development and Evaluation component; Bureau of Apprenticeship and Training; Bureau of Business Research; Upper Midwest Development Commission; Department of Planning and Economic Development; and any other sources which may be of assistance in identifying current and projected manpower needs and job opportunities.

Consideration of data obtained through cooperative research arrangements will be reflected in the annual and long-range plans. Data contained in the annual local application will be used in determining manpower needs and job opportunities. Special consideration will be given to new and emerging needs and opportunities on the local, state and national levels.

3.15 Vocational Education Needs of Groups to be Served.

The State Board will identify and give due consideration to the vocational education needs of all population groups. Consideration will be given to such criteria as numbers of disadvantaged and handicapped persons, numbers of potential high school dropouts, post-high school and adult enrollees needing training or retraining and availability of vocational education in private institutions, business, or industry in the allocation of funds.

The State Board will identify and give due consideration to the vocational education needs of the following groups:

A. Persons in high schools.

B. Persons who have completed or left high school and who require preparation for entry employment.

C. Persons already in the labor market who need training or retraining to remain employed or for advancement in positions.

D. Disadvantaged and handicapped persons determined according to 3.12, 3.13 and 3.26-2 of this part.

Due consideration will be given to the above groups in allocating funds according to the following:

A. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for disadvantaged persons.

B. At least ten (10) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for handicapped persons.

C. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for post-secondary vocational education.

Results of periodic vocational education program evaluations will be considered by the State Board in determining the vocational education needs of all population groups. (See 3.15 of the Legal Appendix.)

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities.

The State Board, in making allocations to local educational agencies, shall consider such factors as tax resources, current and projected industrial and business development, types of jobs available, and local vocational education resources as related to the needs of persons seeking education for employability. (See 3.2 of the Legal Appendix.)

3.21 Local Applications.

The local educational agency will prepare and submit to the State Board a plan for the implementation and operation of a program of vocational education. The plan will show annual needs and a five-year projection, including the following:

A. A description of the proposed programs, services and activities, including evaluation activities meeting the requirements of the State Plan and for which funds are being requested.

B. Qualifications of the staff which will be responsible for implementing and conducting the program or project.

C. Justification of the amounts of federal and state funds requested and information on the amounts and sources of other funds available for the programs, services and activities.

D. Information indicating the application has been developed in consultation with appropriate advisory committees along with an inventory of educational and training resources available in the areas to be served by the applicant local educational agency.

E. Information indicating that the program, services and activities proposed in the application will contribute measurably toward career preparation for the persons to be served.

F. A plan, extending five years from the date of the application, for meeting the vocational education needs of projected student populations in the area or community to be served by the local educational agency. The plan shall be related to the cooperative area manpower plan, if any such plan exists.

G. Information indicating the means by which the programs, services and activities proposed in the application will contribute measurably toward meeting the needs set forth in the application.

The application shall also contain such other information as may be required by the State Board in determining allocation of state and federal funds, and in determining whether the programs, services and activities proposed therein will otherwise meet all other applicable requirements of federal and state legislation and the State Plan.

Application forms which local educational agencies will be required to complete in applying for allocations of federal and state vocational education funds administered through the State Board are those for vocational education programs, services and activities; implementation and operation of post-secondary vocational-technical education centers; construction of vocational education schools; construction of residential vocational education schools; programs for the disadvantaged and the handicapped; junior and community college post-secondary vocational education programs; vocational education programs of units of the Montana University System; teacher training programs; and high school programs. (See 3.21 of the Legal Appendix.)

3.22 Procedures for Processing Local Applications for Vocational Education Programs, Services and Activities.

3.22-1 Programs, Services and Activities Undertaken by the State Board.

The State Board shall receive, appraise and process all projects submitted by state post-secondary vocational-technical education centers, units of the Montana University System and other state agencies. The State Board shall implement those programs, services and activities necessary to insure that the purposes and intents of this act and State Plan are met. Application forms shall be submitted to the State Superintendent of Public Instruction as Executive Officer of Vocational Education. The State Board will have the sole authority for approval of vocational education programs, construction projects and budgets for either or both purposes. Decisions of the State Board regarding project applications will be reported to applicants by letter from the State Superintendent of Public Instruction. (See 3.22 of Appendix IV.)

3.22-2 Programs, Services and Activities Undertaken by Local Educational Agencies.

Each proposal or application by a local educational agency is to be submitted to the State Superintendent of Public Instruction pursuant to 3.21 of this State Plan. (See 3.22 of Appendix IV.)

Each project proposal will be transmitted, with recommendations by the State Superintendent of Public Instruction, to the State Board, which will determine its potential contribution to the purposes of the act, the State Plan and the training and retraining needs of the state and its people. Decisions by the State Board will be reported to applicants by letter from the State Superintendent of Public Instruction.

3.22-3 Coordination with other State Agencies.

In coordinating efforts with other state agencies, the State Board shall maintain communication with other state agencies when initiating State Board projects pursuant to 3.22-1 or approving local projects pursuant to 3.22-2 of this State Plan. Communications shall be directed to appropriate administrative officers in the Division of Vocational Rehabilitation, State Office of Economic Opportunity Coordinator, Department of Public Welfare, Bureau of Indian Affairs, or any other state and/or local agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.23 Procedures for Processing Local Applications for Construction.

3.23-1 Projects Undertaken by the State Board.

Administrative officers of a local district in which a state designated post-secondary vocational-technical education center is located shall prepare an application for construction according to 3.21 of this part of the State Plan for construction of new buildings, and/or for acquisition, expansion, remodeling and alteration of existing buildings. Applications may include cost for site grading, improvements, architectural fees, and purchase of initial equipment. Applications shall be submitted at such time and in such form as may be specified by the State Board pursuant to Sections 75-4309 through 75-4321, R.C.M., 1947, as amended. Applications are to be presented to the State Superintendent of Public Instruction. The State Superintendent of Public Instruction shall review applications and present them, along with recommendations, to the State Board. Decisions of the State Board shall be reported to applicants by letter from the State Superintendent of Public Instruction.

3.23-2 Projects Undertaken by Local Educational Agencies.

The local district shall initiate applications for construction, programs and services pursuant to 3.23-1 of this State Plan. Applications shall be based upon research and documentation of educational, employment and human needs of the area of the state to be served. The application shall describe the proposed facility and indicate the ability of the local agency to provide vocational education programs compatible with the expressed and implied educational outcomes of the act and State Plan. Procedures for initiating and submitting applications, along with administrative procedures and policy which the State Board shall employ in processing applications from local educational agencies, shall be in accord with 3.23-1 of this State Plan.

3.23-3 Coordination with Other State Agencies.

In coordinating efforts with other state agencies, the State Board shall maintain communication with other state agencies when initiating State Board projects pursuant to 3.23-1 or approving local projects pursuant to 3.23-2 of this State Plan. Communications shall be directed to appropriate administrative officers in the Division of Vocational Rehabilitation, Elementary and Secondary Education Act Title I, Department of Public Welfare, Bureau of Indian Affairs or any other state agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.24 Maintenance of Effort.

Federal funds allocated through Part B of the act will not supplant state or local funds. They will be used to supplement and, where possible, increase the amount of state and local funds that would--in the absence of such federal funds--be made available for the purposes set forth in Section 122(a) of the act. The intent of this policy is to insure that all persons in all communities of the state will have ready access, as soon as possible and practical, to vocational education programs suited to their needs, interests and abilities to benefit therefrom.

No payments of federal funds will be made to a local educational agency which has not maintained its fiscal effort by providing local funds in amounts no less than those expended for similar purposes during the previous fiscal year. Exceptions to this policy may be made in unusual circumstances, particularly those in which the applicant can demonstrate the existence of conditions which could not be anticipated or those in which the applicant can demonstrate undue hardship as a result of limited local tax resources.

3.25 Matching.

3.25-1 Overall State Matching.

The State Board will allocate federal funds within the percentage requirements of the act for disadvantaged persons, handicapped persons, post-secondary vocational education, and consumer and homemaking education and within the statewide matching requirements of at least one dollar of state and/or local funds for each dollar of federal funds expended under the State Plan for vocational education programs, services and activities under Part B of the act. The matching requirements shall not be intended to apply in a manner which requires local educational agencies to match federal funds at a percentage ratio uniform throughout the state since a waiver of percentage requirements may be obtained.

3.25-2 Reasonable Tax Effort.

The State Board will use the procedure outlined in 3.26-3 of this State Plan for determining the tax effort of a local educational agency. The tax effort of a local educational agency shall be considered reasonable whenever it is equal to or greater than the state average tax effort. The data, upon which the formula for computing the local tax effort is based, shall be updated annually. It will be taken from the Annual Report of School Trustees submitted by each school district to the State Superintendent of Public Instruction.

No local educational agency using its taxing authority in making a tax effort equal to or exceeding the state average tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-federal share of the cost of such programs. This provision does not apply to state designated post-secondary vocational-technical education centers for vocational education or for other state institutions funded through direct appropriation of the state legislature.

3.26 Criteria for Determining Relative Priority of Local Applications.

A. The State Board will consider local applications for federal funds appropriated and granted to the State of Montana to be used for vocational education programs, services and activities for the following:

1. Persons in high school.
2. Persons who have left or completed high school and who are available for study in preparation for entering the labor market.
3. Persons who have already entered the labor market and who need training or retraining to achieve job stability or advancement in employment.
4. Disadvantaged persons.
5. Handicapped persons.
6. Persons in industry, business, or other private concerns.

B. Content of Local Applications.

The local educational agency will prepare and present to the State Board, through the Office of the Superintendent of Public Instruction, a plan for vocational education. The plan will show the annual needs and an annually renewable five-year projection. The plan shall include the following:

1. Vocational education programs, services and activities to meet the identified needs.
2. Objectives of programs and provisions for evaluation.
3. Estimated costs of programs, services and activities.
4. Population groups to be served in the geographic service area.
5. Manpower needs and job opportunities.
6. Evidence of consultation with advisory committees, local business committees and others such as the Cooperative Area Manpower Planning System.
7. Statements of unusual circumstances or situations affecting the local plan for proposed programs, services and activities.

C. The State Board will consider the plans and programs of local educational agencies as submitted and recommended by the Office of the Superintendent of Public Instruction and assign them priority for allocation of funds in relationship to the following general considerations:

1. Manpower needs and job opportunities.
2. Differences in vocational education needs.
3. Relative ability to pay.
4. Relative or excessive costs of programs, services and activities.
5. Results of periodic evaluations of state and local vocational education programs, services and activities.
6. The relative educational needs of all population groups in the state, with particular reference to the needs of persons with academic, socioeconomic, mental or physical handicaps which prevent them from succeeding in regular vocational education programs.
7. The economic capability of the community as evidenced by, but not limited to, such factors as depressed area designation and high rate of unemployment.
8. Special factors occasioned by geographical isolation and/or population sparsity.

3.26-1 Manpower Needs and Job Opportunities.

The State Board will analyze labor market data from sources such as the Montana Employment Security Commission, private employment agencies, local agencies, state agencies, national agencies, employers, employees, professional organizations, employer organizations, Cooperative Area Manpower Planning System committees and others in identifying current and projected manpower needs and job opportunities. The data will be used for the purpose of determining the relative priorities of each of the Part B program purposes, as well as for determining the relative priority of applications for programs submitted by local educational agencies.

Consideration of the information and data obtained through the previously defined cooperative arrangements and through periodic evaluations will be reflected in the annual and long-range plans. Data contained in the annual project applications and follow-up studies will be considered in determining manpower needs and job opportunities.

The State Board shall consider the additional financial burden of the local educational agency in providing vocational education students with special services, particularly those for disadvantaged and handicapped students.

Results of periodic evaluations of state and local vocational education programs will be considered by the State Board in its determination of the vocational education needs of all population groups.

3.26-2 Vocational Education Needs.

A. In allocating funds to local educational agencies, the State Board shall give consideration to the relative vocational education needs of all population groups pursuant to 3.1 of this State Plan, to all geographical areas and communities in the state and particularly to disadvantaged and handicapped persons.

B. In assessing and evaluating the relative vocational education needs of the state and the various population groups, the State Board shall give particular consideration to additional financial burdens which may be placed upon some local educational agencies as a result of the need for their providing some vocational education students--particularly the disadvantaged and handicapped--with those special education programs and services, as compensatory or bilingual education, which may not be needed in other areas or communities served by other local educational agencies in the state.

C. In identifying the vocational education needs, first priority shall be given to programs for the disadvantaged and the handicapped. Factors which shall be considered by the State Board are the following:

1. The number of disadvantaged persons in the area.
2. The number of handicapped persons in the area.
3. The availability of economic, educational and social service resources in the area.

Data will be obtained from such agencies as the Montana Employment Security Commission and will also include that gathered by the State Board. Data will be updated at least annually.

3.26-3 Relative Ability to Provide Resources.

Vocational education in the State of Montana receives financial support at the state and local levels as a result of the enactment of specific legislation which provides for sources of such funding for post-secondary vocational-technical education centers, junior and community colleges, the Montana University System and the secondary school system.

A. In allocating funds among local educational agencies which are supported in whole or in part by local tax revenues, the State Board shall give due consideration to their relative abilities to provide resources necessary to meet the vocational education needs in the areas or communities served by these agencies.

B. The State Board will use the adjusted effort factor method in computing the local educational agency's relative ability to pay its share for support of vocational education.

C. The State Board will use the adjusted effort factor method of computation in determining a public school district's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula:

Relative ability to pay factor: Determined for two groups (depressed and non-depressed) of school district.

$$\text{Ability to pay} = \frac{\text{School district taxable valuation per ANB*}}{\text{Average taxable valuation per ANB*}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

Unadjusted effort to pay factor:

$$\text{Unadjusted effort to pay factor} = \frac{\text{District revenue from local sources per ANB*}}{\text{Average revenue from local sources per ANB*}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or less than the ability to pay as compared to the average of all school districts in the state.

$$\text{Adjusted effort factor} = \frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

A factor of one (1) or more indicates an adjusted effort equal to or greater than the average.

*ANB means the average number of pupils belonging to a school, computed on the basis of Montana's school membership formula.

D. State financed institutions, boards of coöperative services, community and junior colleges and state designated post-secondary vocational-technical education centers will be considered to have the same relative ability to pay as the state average.

E. The data used in the formula for the adjusted effort factor shall be updated annually and will be taken from the Annual Report of County Superintendent submitted for each school district to the State Superintendent of Public Instruction.

F. If the State Board determines, on the basis of reliable sources of information and documentation, that conditions exist which require special consideration, it may reimburse programs at a rate which it deems such special conditions warrant.

3.26-4 Relative Costs of Programs, Services and Activities.

A. In allocating funds to local educational agencies, the State Board shall give due consideration to the cost of the programs, services and activities which are in excess of that normally attributable to the cost of education provided by local educational agencies.

B. The local educational agency will submit information showing any excess costs for program operation. These costs will be compared to the statewide average for program operation. Information relative to the statewide costs of operation may be found in the Office of the Superintendent of Public Instruction.

C. Those school districts with relative costs in excess of the statewide average may be reimbursed at a greater rate, depending upon the degree of excess costs. The State Board will consider each case on its own merit.

3.26-5 Other Criteria of the State.

Since the population of the state is distributed throughout a large geographic area, special consideration shall be given to outlying districts removed from major population centers to assure that equality of vocational education opportunity through quality vocational education programs exists for persons living in remote and sparsely populated areas.

Prevocational and job orientation courses will be developed in small secondary schools. These courses will lead to transfer to post-secondary institutions or may lead to entry employment, depending upon the orientation of the instruction provided.

The State Board shall give special consideration to the Indian population and other minority groups of Montana to assure equality of vocational education opportunities. The Bureau of Indian Affairs will be consulted, as will tribal councils and other agencies and groups concerned, in providing vocational education for this population group.

Migrant workers and their families shall be identified and vocational education programs will be developed to meet their needs.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications.

From the federal funds allotted to it under Part B of the act the State Board shall allocate to local educational agencies such funds in such manners so as to fulfill the statewide matching requirements, to support the maintenance of vocational education efforts, to assure reasonable tax effort requirements and to meet the requirements according to 3.24, 3.25 and 3.26 of this part.

A. The State Board, in determining priorities for local project application approval, will use the State Scale of Weights Criteria, taking into consideration such factors as manpower and employment needs, vocational education needs of the population, relative ability to pay, excess costs, economically depressed areas, dropout and youth unemployment areas and demonstration and pilot projects. The percentage amount of the federal share of the total cost of local programs, services and activities will be allocated on a statewide basis according to the requirements of the act and the budget requirements as shown in Part III, the annual plan of the State Plan.

B. State Scale of Weights Criteria.

A weighted criteria system for determing allocation of vocational education funds to local educational agencies will be utilized. A scale has been developed and will be used to establish priority rank among the various school or agency vocational education program applications. The scale which will be used is divided into five point categories with values of from 1 through 5 assigned and a fifth category of 20 points. The major factor considerations for rating are as follows (See page 73 of this part of the State Plan.):

a. Manpower Needs: Weight - 4, possible points - 20. The local educational agencies are ranked on the basis of manpower needs within the local, state or regional area which is to be served. Statistics available from the Montana Employment Security Commission, or local offices thereof, will be used to rank local educational agencies. The two factors to be considered are the annual average number of unfilled jobs in the region in which the local educational agency is located and the annual average percentage of unemployment in each region of the state. The number of unfilled jobs for the state will be established from the employment security records. Each region will be ranked on the 1-5 scale.

The following scale will be used to determine the point value of this factor for each school:

13% or more of the unfilled jobs.....5 points
10-12% of the unfilled jobs.....4 points
7- 9% of the unfilled jobs.....3 points
4- 6% of the unfilled jobs.....2 points
1- 3% of the unfilled jobs.....1 point

The second factor to be considered will be the percentage of unemployment for each region. The percentage of unemployment in each region will be compared to the total state unemployment.

The following scale will be used to determine the point value of this factor for each school:

21% or more of state unemployment....5 points
16-20% of state unemployment.....4 points
11-15% of state unemployment.....3 points
6-10% of state unemployment.....2 points
1- 5% of state unemployment.....1 point

The total points for the two factors, unfilled jobs and unemployment, will be averaged and become the total for this category.

b. Vocational Education Needs. Weight - 7, possible points - 35. Data which will be considered to obtain a scale to determine the vocational education needs of the local educational agency will include the percentage of dropouts in the district compared to the state average of reported dropouts and the number of high school graduates who pursue a baccalaureate degree. A local educational agency with a high dropout rate will be given a higher rate factor. A school with a low dropout rate will be awarded a lesser factor. The dropout rate has been determined from information obtained from a survey of 147 of the 166 Montana high schools. This survey was conducted by the Guidance Services office in the Office of the Superintendent of Public Instruction.

The following scale will be used to determine the point value of this factor for each school:

9% or over dropout rate.....5 points
7-8% dropout rate.....4 points
5-6% dropout rate.....3 points
3-4% dropout rate.....2 points
1-2% dropout rate.....1 point

The second factor to be considered under this category is the number of students entering baccalaureate degree schools.

The following scale will be used to determine the point value of this factor for each school:

1-10% of the graduating class.....5 points
11-25% of the graduating class.....4 points
26-40% of the graduating class.....3 points
41-50% of the graduating class.....2 points
51% and over of the graduating class..1 point

The total points for the two factors, dropout rate and number of students entering baccalaureate degree schools, will be averaged and become the total for this category.

c. Relative Ability to Pay. Weight - 4, possible points - 20. The adjusted effort factor method of computation will be used in determining a school district's relative ability to pay (See page 63 of this part.). Districts having the least ability to pay will be given the highest rate. The state average adjusted effort factor is established--a figure less than one (1) will indicate the local educational agency has made a less than average effort. A figure greater than one (1) indicates an effort greater than the state average.

The following scale will be used to determine the point value of this factor for each school:

1.50 and above effort.....5 points
1.11-1.49 effort.....4 points
.90-1.10 effort.....3 points
.50- .89 effort.....2 points
.01- .49 effort.....1 point

d. Excess Cost. Weight - 1, possible points - 5. Local educational agencies which have evidence of costs which are high compared with other projects or programs within the educational system will be ranked high on the rating scale. The excess costs factor in Montana is insignificant except in the case of salary differences in different educational agencies. Therefore, we have assigned a weight of one to this category and used only salaries as a determining factor. The average annual teacher salary for the State of Montana, based on a nine-month year, is $7,130.00. This salary has been assigned a rate factor value of 1.

The following scale will be used to determine the point value of this factor for each school:

$1500 and above state average.....5 points
$1000-$1499 above state average.....4 points
$999 above to $999 below state average.3 points
$1000-$1499 below state average.....2 points
$1500 and below state average.....1 point

e. Economically Depressed Areas and Demonstration or Pilot Projects. An additional 20 points will be added to a local educational agency's total points if it qualifies for either or both of these categories. A local educational agency may not receive more than 20 points under this category.

(1) Economically Depressed Areas. To help assure that local educational agencies will not be denied opportunities to participate in vocational education programs due to inability to provide local matching funds, additional consideration will be given to those agencies which are in areas considered to be "economically depressed" under the provisions of this plan.

(2) Demonstration or Pilot Projects. Projects submitted by local educational agencies which have special features which are considered to be demonstration or pilot in nature, which help to meet special needs of the overall state program may be considered under this category. A project will be considered demonstration or pilot if (1) it is a new approach in vocational education by the local educational agency and indicates a potential to make a significant contribution to vocational education in Montana as determined by the Office of the Superintendent of Public Instruction, or (2) the Office of the Superintendent of Public Instruction officially requests the local educational agency to conduct the project.

The staff of the Development of Vocational and Occupational Skills component will review each local application in terms of the rank it has on the state scales. The maximum possible point total will appear as follows:

		Weight		Maximum Rate		Total Points
a.	Manpower Needs	4	x	5	=	20
b.	Vocational Education Needs	7	x	5	=	35
c.	Relative Ability to Pay	4	x	5	=	20
d.	Excess Costs	1	x	5	=	5
e.	Economically Depressed Areas and/or Demonstration or Pilot Projects					20
	Total Possible Points					100

Each local educational agency will be ranked according to the above process and those with a point total near 100 will achieve priority for highest funding. Those local educational agencies having a low point total will receive a lower priority of funding. Assigned funding percentages will be according to the following scale:

	High										Low
(1)	100	90	80	70	60	50	40	30	20	10	0
(2)		50	45	40	35	30	25	20	15	10	0

(1) Point rating assigned

(2) Percentage of funding

Example: A local educational agency with a project assigned point rating of 80, according to the weighted criteria system above, would receive 45 percent funding. Local applications which have an assigned point rating which falls between the percentage considerations as given on the above scale will receive percentage funding as applicable to the nearest point rating on the scale. Thus, a district receiving an assigned point rating of 55 would receive funding on a 35 percent basis. Local educational agencies having a point rating of 4 or below will receive no reimbursement. All point ratings above 85 will receive 50 percent funding. All percentage ratings for funding are applicable only to the degree that federal funds will be made available to the state. If adequate funds are not available for support at the above rate all rates of support will be proportionately reduced for all categories. Ninety percent of the total funds available under Part B, except for construction and ancillary services, will be utilized to support the vocational education programs under this section. The remaining 10 percent will be held in reserve to provide for contingency items which may arise at a later date. If unused, it will be added to the total support allotment in accordance with the above formula.

C. In determining the relative priority for each application submitted by a local educational agency, a "scale of weights" will be assigned to each application. The weighting will be determined by criteria outlined in the instrument following:

State Scale of Weights Criteria for Determining
Allocation of Vocational Education Funds
to
Local Educational Agencies

School or Agency _____
Name of Project _____
Priority Rating _____

	Weight Applied by State	Points Applied High 5 4 3 2 1 Low	Total Points	Possible Points
Major Factor Considerations				
Manpower needs and job opportunities	4			20
Vocational education needs of population	7			35
Relative ability to pay	4			20
Excess costs	1			5
Additional Considerations				
Economically depressed areas and/or demonstration or pilot projects				20
Total				100

To illustrate actual changes in the funding procedures over past years the following examples are presented indicating the percent of support under the procedures used for FY 1971 and the percent of support to be applied to each school under the procedures established and explained in 3.27, Part I, of this plan.

School A: FY 1971 support was 49.6% of the project budget. FY 1971 project budget support will be 35% under the new allocation procedure as this school earned a total of 60 points on the rating scale in 3.27 of this part of the plan.

School B: FY 1971 support was 49.6% of the project budget. FY 1971 project budget support will be 45% under the new allocation procedure as this school earned a total of 80 points on the rating scale in 3.27 of this part of the plan.

D. All local applications shall be submitted to the State Superintendent of Public Instruction whose staff will review each application and will give each application a priority rating according to the scale of weights criteria outlined above. These recommended ratings will be submitted to the State Board for action.

E. The data to be used for establishing the criteria for determining priorities will be updated annually and will be taken from annual applications made by local educational agencies concerning the relative ability to pay formula pursuant to 3.26-3 of this State Plan, surveys made by local and state agencies regarding manpower needs and job opportunities, surveys of vocational education needs for the total population, reports of excessive cost factors, annual reports of local school districts, and other financial data compiled by the Office of the Superintendent of Public Instruction.

F. When the State Board determines that conditions exist which required special consideration, it may reimburse or fund a project at a rate which it deems the conditions to warrant.

4.0 Vocational Education Programs for the Disadvantaged.

A. Funds appropriated under Part 102(b) of the act shall be used only for vocational education programs for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program.

B. In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with federal funds under Section 102(b) of the act.

4.1 Required Allocation of Funds to Certain Areas.

Allotments appropriated under Section 102(b) of the act will be allocated within the state, to educational agencies offering vocational education programs for disadvantaged persons located in areas with a high concentration of youth unemployment and school dropouts, pursuant to 1.10D of Part I and Part II and Part III of the State Plan.

4.11 Regular Vocational Programs.

Funds allocated may be used to pay that part of the cost of such supplementary special educational services to regular vocational education programs that enable the disadvantaged to benefit from a regular vocational education program.

4.12 Special Vocational Education Programs.

Funds allocated may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged persons.

4.13 Areas of Non-Allocation.

Funds allocated for vocational education for disadvantaged may not be used to provide food, lodging, medical and dental services, and other services which may be necessary but are not directly related to the provisions of vocational education to such students. The State Board or local educational agency conducting such programs, however, shall encourage the provision of such services through arrangements with other agencies responsible for such services or shall provide such services through residential vocational education school programs.

4.14 Local Application.

The local educational agency may initiate a program proposal by submitting an application to the State Board. The application will also include follow-up and evaluation procedures that insure proper expenditure of funds appropriated under Section 102(b) of the act. Applications as required, according to 3.0 of this part, shall be used.

4.2 Participation of Students in Nonprofit Private Schools.

The State Board shall assure that there will be genuine and meaningful participation in all vocational education programs for disadvantaged students enrolled in nonprofit private schools to the extent consistent with the number of such students in the area to be served whose educational needs are of the type which such programs are designed to meet. The State Plan includes policies and procedures which are to be used by the State Board in order to assure that such participation will be genuine and meaningful in accordance with the following provisions:

A. Proposals shall be designed to include vocational education services which will meet the vocational education needs of such students.

B. The number of disadvantaged students and the vocational education needs of such students shall be determined after consultation with persons knowledgeable of the needs of these students, or on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.

C. Proposals submitted by the local agency to the State Board will indicate the use made of public school personnel in facilities other than public schools. Such personnel may be utilized in such a manner only to meet the vocational education needs of these disadvantaged students designated in the proposal. (Refer to 3.21 of this part.) The State Board or the local public educational agency providing vocational services in nonprofit private schools shall maintain administrative control and direction over such services, and each application from public schools shall provide a complete explanation concerning this administrative operation.

D. Teachers or employees of nonprofit private schools may be paid salaries from federal funds if they are employed outside of their regular hours of duty and are performing vocational services for disadvantaged students under the supervision and control of public school administration.

E. The use of mobile or portable equipment and all major equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and is necessary for the successful completion of the program for disadvantaged students. This arrangement of equipment use will be set forth in the proposal to the State Board.

F. Proposals to the State Board shall include information and agreements between schools concerning class scheduling and formation, when nonprofit private school disadvantaged students are provided vocational services in public school facilities. Classes cannot be formed that are separated by the school enrollment or religious affiliation of the students.

G. Each proposal shall include information relative to supervision and evaluation arrangements for programs where disadvantaged students from nonprofit private schools are provided vocational services through the local agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

4.3 Noncommingling of Funds.

The State Superintendent of Public Instruction shall recommend to the State Board policies and procedures to assure that federal funds made available under Section 102(b) of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity. Accounting methods will be established to assure that each expenditure of federal funds made available under Section 102(b) of the act can be separately identified. In developing such policies and procedures, it shall not be necessary to require separate bank accounts for funds from federal sources, so long as accounting methods will be established which assure that such funds can be separately identified.

5.0 Vocational Education Research and Personnel Training.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with federal funds under Part C of the act. Funds allocated to the state under this section will be used for:

A. Operating the State Research, Planning, Development and Evaluation component.

B. Making grants to any college, university, local educational agency and other public or nonprofit private agency or institution.

C. Entering into contracts with any private agency, organization or institution for research and training programs for experimental, developmental or pilot programs, or making contracts with these institutions and agencies for programs designed to meet the special vocational education needs of youths, particularly disadvantaged youth in economically depressed communities.

D. Disseminating information derived from the foregoing programs or from research and demonstrations in the field of vocational education.

5.1 State Research, Planning, Development and Evaluation Component.

The State Research, Planning, Development and Evaluation component is under the direct supervision of the State Superintendent of Public Instruction. All proposals concerning research for vocational education which are to be carried out through the Research, Planning, Development and Evaluation component shall be submitted directly to the State Superintendent of Public Instruction for review and action.

5.11 Organizational Structure and Location.

The Research, Planning, Development and Evaluation component is responsible to the State Superintendent of Public Instruction for conducting research and training programs in vocational education. Cooperation and coordination between the Research, Planning, Development and Evaluation staff and the vocational education state staff shall exist in implementing and conducting programs of vocational education research and dissemination.

5.12 Staffing.

The Research, Planning, Development and Evaluation component may be staffed with a research coordinator and any other personnel deemed necessary by the State Superintendent of Public Instruction to carry out the vocational education research function to satisfy the objectives of the act and the State Plan.

5.13 Administration and Supervision of Research, Planning, Development and Evaluation Component.

The responsibility for the administration and supervision of vocational education functions of the Research, Planning, Development and Evaluation component rests with the State Superintendent of Public Instruction. Vocational education functions to be undertaken by the Research, Planning, Development and Evaluation component will be those deemed most important by the State Superintendent of Public Instruction after consulting with the State Director, Development of Vocational and Occupational Skills, and other appropriate staff.

5.14 Major Functions of the Research, Planning, Development and Evaluation Component.

The Research, Planning, Development and Evaluation component shall be responsible for carrying out the following major vocational education functions:

A. Encouraging vocational education research in the state.

B. Stimulating, designing and coordinating research and training projects in vocational education.

C. Recommending to the State Superintendent of Public Instruction projects requiring contracts and grants for research and training in vocational education and for experimental, developmental or pilot programs in vocational education.

D. Disseminating information from research and from experimental, developmental or pilot programs which have been conducted in the state or from research and demonstration in the field of vocational education which has been recommended by the Research, Planning, Development and Evaluation component, the State Board or by the State Advisory Council.

5.15 Coordination with Other Governmental Research Agencies.

The Research, Planning, Development and Evaluation component shall establish cooperative working relationships with other governmental agencies involved in occupational educational research and training such as the Montana Employment Security Commission, the Montana University System, the Cooperative Area Manpower Planning System, and any other such agencies.

5.2 Application Procedure.

Applications for research and related activities projects in vocational education shall be submitted to the Office of the Superintendent of Public Instruction at any time by any individual or agency within the state. Greatest consideration for support will be given to those projects which are in areas of high priority for research as established by the State Director, Development of Vocational and Occupational Skills.

When planning and conducting projects, applicants should involve, to the maximum extent feasible, the Office of the Superintendent of Public Instruction, institutions of higher learning, educational laboratories, research and development centers, libraries and other multi-media resource centers, private foundations, youth organizations, nonpublic schools, management, labor, professional associations, community action agencies, Montana Employment Security Commission, Cooperative Area Manpower Planning System and other state and community groups.

Although the applicant agency must retain final responsibility for conducting the project or program, it shall be possible for the agency to subcontract for such services which it cannot adequately carry out. Subcontracting with institutions of higher learning, research firms and private consultants is an acceptable practice for the local agency to obtain expert assistance regarding planning procedures, data processing, evaluation and vocational education research methodology.

The application submitted by an authorized individual or agency shall include the following:

A. Statement of Research. A brief statement of the research as to nature, need, purpose and objectives and its relation and contribution to vocational education according to the act and the State Plan.

B. Rationale. A brief description of previous related research findings which support and directly bear on the research.

C. Content of Application.

1. Nature of the research, including objectives.
2. Design of the research.
3. Population or sample to be served or used.
4. Duration of the project.
5. Time schedule and sequence.
6. Method of analyzing data.
7. Names and qualifications of personnel.
8. Description of facilities.
9. Evaluation to be made.
10. Dissemination and use of results.

D. Budget. Funds requested shall be justified by submitting a detailed budget including that portion of the cost to be borne by the applicant and the amount to be borne by the grant or contract for the following:

1. Salaries.
2. Travel.
3. Supplies.
4. Equipment and/or materials.
5. Services.
6. Miscellaneous.
7. Other (NEC).

5.21 Submittal of Applications.

The applicant shall submit three copies of the research proposal to the Office of the Superintendent of Public Instruction through the State Director, Development of Vocational and Occupational Skills. The proposal shall include such information as is requested in 3.21-1 through 3.21-4 and 5.2 of this part.

5.22 Review of Applications.

The Office of the Superintendent of Public Instruction, through the State Director, Development of Vocational and Occupational Skills, and his staff, will review the applications for grants and contracts in terms of the following criteria:

A. Relevance to priority areas in vocational education specified in the long-range program plan and to programs, services and activities in the annual plan.

B. Adequacy and competency of the personnel designated to carry out the program or project.

C. Adequacy of research facilities.

D. Reasonableness of budget request.

E. Expected potential of the proposed program or project being made a part of the regular vocational education program.

F. Expected potential for utilizing the results of the proposed programs or projects in exemplary or regular vocational education programs.

5.23 Action on Applications.

The following policies and procedures will be used by the State Board when considering applications for approval:

A. Upon completion of the review of each application by the State Superintendent of Public Instruction and his staff, the proposals shall be submitted to the State Board with recommendations as to approval or disapproval.

B. If disapproved, the application will be returned for correction and/or improvement. If approved, the applicant will be notified by letter that application is approved.

C. Applications which need revision or clarification as determined by the vocational education staff or by the State Board will be returned to the applicant with written suggestions for improvement or will be reviewed by personal consultation with applicant.

D. Applicant may revise and resubmit the application to the Office of the Superintendent of Public Instruction through the State Director, Development of Vocational and Occupational Skills.

E. After the revised application has been reviewed by the vocational education staff, it will be recommended to the State Board to be one of the following:

1. Approved in whole.
2. Approved in part.
3. Disapproved or rejected.
4. Deferred because of lack of funds or need for further evaluation.

F. Revised applications, along with recommendations, shall be submitted to the State Board for review and action. Applicants whose revised projects have been acted upon by the State Board will be notified of such action by letter from the State Superintendent of Public Instruction.

5.3 Notification to Commissioner.

The State Board shall forward to the Commissioner within fifteen (15) days after the State Board's approval a copy of the approved proposal for which a grant or contract was made.

6.0 Exemplary Programs and Projects.

The State Board may make grants or contracts in compliance with the policies and procedures of the State Plan, to pay all or part of the cost of (1) planning and developing exemplary program projects and (2) establishing, operating or evaluating exemplary programs or projects designed to carry out the purposes set forth in this part.

Exemplary programs shall enable the grantee to explore, develop and demonstrate innovative concepts without inhibiting restrictions imposed by traditional programs for vocational education and shall thereby encourage, stimulate, promote, and implement creative and sensitive novel models for occupational systems of high quality designed to prepare individuals for their next role in life. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with federal funds under Part D of the act.

6.1 Application Procedures.

6.11 Submittal of Applications.

Applications shall be submitted to the Office of the Superintendent of Public Instruction through the State Director, Development of Vocational and Occupational Skills, for transmittal to the State Board with recommendations and shall contain the following (See 3.22 and 6.22 of this part and 6.11 of Appendix IV.):

A. Statement of purposes of the proposed program and project.

B. General and specific objectives of the program or project with a plan for the achievement of the objectives.

C. Description of the nature of the project with documentation concerning its success in other environments and probable success in the area of the state or agency of the applicant.

D. Duration of program to include a starting date and a projected termination date.

E. Explanation of how the results of the project will be used for the improvement of vocational education for personnel of the local school and/or in the state.

F. Explanation that the grant award period will generally be for one (1) year, but may be for two (2) or three (3) years and that a yearly review will be required on all applications approved for more than a one (1) year grant.

G. Justification of grants and contract funds requested by submitting a detailed budget inventory consistent with the objectives of the project.

H. Documentation of the portion of the cost of the proposed program or project that will be borne by the applicant.

I. Qualifications of the staff personnel responsible for the proposed program or project, including a listing of the staff positions necessary to carry out the program or project; salaries; percent of time each staff member will work on the program or project; and a brief description of the responsibilities of each staff position, work experience and educational background.

6.12 Review of Applications.

Requests for grants and contracts will be reviewed by the staff of the State Superintendent of Public Instruction according to the following criteria:

A. The proposed project shall be designed to meet the vocational education needs of disadvantaged youth.

B. The proposed project shall have an impact on reducing youth unemployment.

C. The proposed project shall contribute to the solution of important vocational education problems.

D. The proposed project shall promote cooperation between public education and manpower agencies.

E. The proposed project shall be integrated into the presently existing vocational education program in a local school and/or state school.

F. The proposed project shall meet the priority areas in vocational education specified in the state and local long-range program plans and annual plans.

G. Personnel designated to carry out the proposed project shall be adequate in number and shall be competent for the proposed positions.

H. The cost estimates shall be reasonable for the project proposed.

I. The procedures to be used in achieving the objectives shall be appropriate, adequate and efficient.

J. The facilities, equipment and materials shall be adequate to allow the proposed project to attain the objectives set forth.

K. The proposed project shall be reasonably and substantially exemplary.

L. The proposed project shall make provisions for the meaningful participation of students in nonprofit private schools.

M. Effective policies and procedures shall be provided for assuring that federal funds to be used for the proposed program will not be commingled with state or local funds.

N. The provisions made for evaluating the proposed project shall be appropriate and adequate, providing for a reasonable degree of objectivity.

O. The local provisions for providing information to the State Board about the proposed project shall be appropriate and adequate.

P. The proposed project shall reveal adequate planning and documentation by the local district showing the extent of involvement in planning, implementation and appraising project activities of teachers, students, or other school personnel, and others, including persons broadly representative of the vocational education resources of the public in the area to be served.

6.13 Action on Applications.

The following policies and procedures will be followed by the State Superintendent of Public Instruction and the State Board in processing and acting on applications for exemplary programs and projects:

A. Upon completion of the review of each application by the State Superintendent of Public Instruction and his staff, proposals shall be submitted to the State Board with recommendations as to approval or disapproval.

B. If disapproved, the application will be returned for correction and/or improvement. If approved, the applicant will be notified by letter that the application is approved.

C. Applications which need revision or clarification as determined by the State Superintendent of Public Instruction or by the State Board will be returned to the applicant with written suggestions for improvement or will be reviewed by personal consultation with the applicant.

D. Applicant may revise and resubmit the application to the Office of the Superintendent of Public Instruction through the State Director, Development of Vocational and Occupational Skills.

E. After the revised application has been reviewed by the vocational education staff, it will be recommended to the State Board to be one of the following:

1. Approved in whole.
2. Approved in part.
3. Disapproved or rejected.
4. Deferred because of lack of funds or need for further evaluation.

F. Applicants whose applications have been processed and acted upon by the State Board shall be notified of the status of the project through written communication from the State Superintendent of Public Instruction. If the application is approved, the communication shall include notification of the approved budget and the conditions under which the applicant must accept the contract or grant.

6.2 Program or Project Requirements.

All exemplary programs or projects for which the State Board makes grants or contracts will meet the standards and requirements which are applicable to the activities affected by such programs, as set forth in the State Plan.

6.21 Coordination with Other Programs.

The planning, development and operation of exemplary programs and projects will be coordinated with other programs and projects carried out under grants or contracts pursuant to this part and with other public and privately operated programs having the same or similar purpose.

6.22 Participation of Students in Nonprofit Private Schools.

The State Board shall assure participation of students in nonprofit private schools in exemplary programs and projects under Part D supported with funds allotted under the act which shall be in accordance with the following requirements:

A. Proposals shall be designed to include vocational education needs of students to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area served by the exemplary program or project.

B. The number of students and vocational education needs of students attending nonprofit private schools shall be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed and the degree and manner of their participation.

C. Proposals will indicate the use made of the public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the proposal. The State Board or local public educational agency providing vocational education services in nonprofit private schools shall maintain administrative control and direction over such services, and each application from public schools shall provide a complete explanation of how this will be done.

D. Teachers or employees of nonprofit private schools may be paid salaries from federal monies if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Proposals to the State Board will explain these arrangements.

E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.

F. Proposals for any exemplary program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

G. Each proposal shall include information relative to supervision and evaluation arrangements for programs where students from nonprofit private schools are provided vocational education services through the local educational agency. The State Board will also be responsible for supervision and evaluation of these program arrangements.

6.23 Noncommingling of Funds.

The State Board shall set forth policies and procedures to assure that federal funds made available under Part D of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Part D of the act can be separately identified as such.

6.24 Notification to Commissioner.

Five (5) copies of any exemplary program grant or contract that has been approved by the State Board shall be forwarded within fifteen (15) days to the U. S. Commissioner of Education. The State Superintendent of Public Instruction shall be responsible for submission of the proposal.

7.0 Residential Vocational Education Schools.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions shall apply to residential vocational education schools to be supported with federal funds under Part E of the act.

7.1 Procedures for Establishing Residential Vocational Education School Facilities.

Local educational agencies desiring approval of residential vocational education schools shall submit a written proposal to the State Board. Each proposal will be reviewed and acted upon by the State Board. Specific criteria for making application for designation as a residential vocational education school are listed in 7.2.

7.11 State Operated.

The State Board may initiate construction of residential vocational education schools as it deems necessary in accordance with the act. Residential vocational education schools may be administered either directly by the State Board or by public educational agencies; however, the State Board shall retain the authority for approval of programs, budgets, construction and services. Residential vocational education schools shall be subject to the criteria and review procedures as set forth in 7.2 of this part.

7.11-1 Planning.

The State Board will assure that the planning of residential vocational education school facilities shall be in accordance with the following requirements:

A. The residential vocational education school facilities will be planned, constructed and operated for the purpose of conducting residential vocational education programs. The residential vocational education school facilities shall include dormitories, food services, infirmaries, laundries, recreation and other necessities for youth, at least age fourteen (14) but who have not attained age twenty-one (21), who need full-time study on a residential basis and who can profit from vocational education instruction; but, in no case may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

B. Adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin, or place of residence within the state, of students needing education and training at such school, and such facilities may not be used in a manner resulting in racial segregation.

C. Vocational education course offerings at such school will include fields for which available labor market analyses indicate a present or continuing need for trained manpower, and the program's construction, services and activities will be appropriately designed to prepare enrollees for employability or advancement in occupational fields.

D. A local educational agency may consider the inclusion of a residential vocational education school as a branch of an existing state designated vocational-technical education center and such part be constructed and utilized by students meeting the criteria for entry into such schools.

E. The State Board shall consider the planning, construction and operation of state residential vocational education schools in a manner compatible for areas having a high concentration of American Indian population, migrant workers and/or other minority population groups.

7.11-2 Construction.

The State Board may initiate a plan and application for construction of a residential vocational education school or a branch of an existing school or facility according to procedures pursuant to 1.9 of this plan. The State Board may also initiate and undertake construction of residential vocational education schools pursuant to the criteria set forth in 7.11-1(A) above. The planning, construction and operation of the residential vocational education school shall be under the same requirements pursuant to 3.21 of this part of the State Plan.

7.11-3 Operation.

The State Board has sole authority for program or budget approval and for the approval of construction and ancillary service proposals. The State Board will rely on all resources including its executive officer, state vocational education staff and the Research, Planning, Development and Evaluation component to gather facts as to needs and costs of proposed projects.

7.12 Locally Operated.

7.12-1 Submittal of Applications.

Applications will be submitted to the State Superintendent of Public Instruction, who will submit recommendations to the State Board. Applications will outline curricula, number of students to be served, facilities to be used, methods of financing ongoing programs and will project program information for at least five (5) years. Each proposal will be sufficiently detailed so as to allow satisfactory appraisal of its contribution in accordance with purposes of the act and with the total Montana State Plan for Vocational Education. Applications must include all information necessary for justification of the criteria listed in 7.2 and with construction requirements in 1.9 of this part.

7.12-2 Review of Application.

Project proposals will be reviewed by the State Director, Development of Vocational and Occupational Skills. The State Superintendent of Public Instruction will make recommendations to the State Board and the State Board will determine if the size, location and existing facilities justify the establishment of a residential vocational education school in accordance with the standards set forth in 7.2. A review of architectural plans for construction will also be made.

7.12-3 Action on Application.

Following a review of each application, the State Board will render its decision and initiate appropriate action. Whether the proposal is approved, disapproved, or deferred, the submitting agency will be notified of the State Board's action by letter or award of contract.

7.13 Priority Allocation of Funds to Certain Areas.

Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentrations of youth unemployment, school dropouts, or American Indians or other minority population groups.

7.2 Requirements.

Special consideration will be given, regarding the impact of the project submitted, to the needs of disadvantaged youth, to reducing youth unemployment, to the relevance to annual and long-range plans, to the adequacy of facilities and to the reasonableness of cost estimates. In addition, the federal share of the cost of planning, constructing and operating residential vocational education facilities shall not exceed 90 percent of the costs incurred in any fiscal year. Planning, construction and operation of residential school facilities will meet the following requirements:

7.21 Purpose of the Program.

The residential vocational education school facilities will be operated and maintained for the purpose of conducting a residential vocational education school program, including room, board and other necessities, for youth, at least age fourteen (14) but who have not attained age twenty-one (21) at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction; but, in no case may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

7.22 Nondiscrimination.

Adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin, or place of residence within the state, of students needing education and training at such school; and such facilities may not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities.

Vocational education course offerings at such schools will include fields for which available labor market analyses indicate a present or continuing need for trained manpower, and that the programs, services and activities offered will be appropriately designed to prepare enrollees for entry employment or advancement in such fields.

7.24 No Fees or Charges.

No fees, tuition or other charges will be required of students who are enrolled in residential educational programs or who occupy the residential vocational education school facility.

7.3 Notification to Commissioner.

Within fifteen (15) days following approval by the State Board, the Office of the Superintendent of Public Instruction will forward a copy of the approved proposal to the U. S. Commissioner of Education.

8.0 Consumer and Homemaking Education.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with federal funds under Part F of the act.

8.1 Establishing and Operating Programs.

8.11 State Operated.

The State Board, upon recommendation of the State Superintendent of Public Instruction, may implement, conduct and administer consumer and homemaking education programs. The State Board will also exercise administrative control over such programs and budgets within the public schools. State vocational education staff will provide the leadership necessary to assure that such programs are carried out according to the provisions of the act and the State Plan.

8.12 Locally Operated.

Procedures for receiving, reviewing and acting upon local applications for operation of secondary programs (grades 7-12), post-secondary programs and adult programs will be carried out according to 3.2, 8.12-1 and 8.12-2 of this part of the State Plan.

8.12-1 Submittal of Applications.

The local educational agency shall submit an application annually to the State Superintendent of Public Instruction who will submit the proposal with recommendations to the State Board for consideration for approval. Appropriate state application forms are provided through the Office of the Superintendent of Public Instruction. The forms shall include the following information as well as the required content as outlined in 8.2 of this part. (See 8.12-1 of Appendix IV.)

A. Justification relating to economically depressed and high unemployment areas.

B. Evidence that consumer education is to be an integral and significant part of the proposed programs.

C. Information on professional leadership plans of vocational education instructional personnel.

D. Evidence that the proposed curricula will include a variety of learning experiences in all major phases of consumer and homemaking education for youth and adults preparing for the dual role of homemaker and wage earner.

E. Evidence that adult programs offered are broad in concept including more than one curriculum specialization in consumer and homemaking education.

F. Information concerning any unusual local sociocultural need considered significant by the local educational agency.

G. A budget for the total secondary, post-secondary and/or adult programs proposed.

H. Adequacy of the facilities to be used.

I. Number, competency and adequacy of the staff.

J. Administration and supervision to be provided.

K. Plans for local evaluation of programs.

8.12-2 Review of Applications.

Applications submitted will be reviewed by the State Director and appropriate staff of the Office of the Superintendent of Public Instruction before transmittal to the State Board by the State Superintendent of Public Instruction with recommendations for consideration for approval based on the following criteria:

A. The curriculum will include a significant degree of consumer education in every phase of the homemaking program.

B. The program will encourage greater consideration of the social and cultural conditions and needs of youth and adults, especially in economically depressed areas.

C. The curriculum at the local level will be concerned with a program having as its purpose, the preparation of youth and adults for the dual role of homemaker and wage earner. The curriculum shall emphasize human relationships applied to both family and employment situations; principles of management, including decision making, goals, values, standards and the nature and use of resources; budgeting and consumer economics; physical well-being through proper nutrition; adequate housing, sanitation and safety; personal qualities related to employability; child care and guidance; and clothing the family adequately and economically.

D. The program will show relevancy to annual and five-year plans.

E. The facilities are appropriate and adequate for the proposed program.

F. The cost estimates are reasonable according to the program proposed and the financing formula as determined by the State Board.

G. The instructional and supervisory staff shall be adequate for the program.

H. Describe plans for local evaluation of the program.

8.12-3 Action on Applications.

After the State Director, Development of Vocational and Occupational Skills, and other state vocational education staff have reviewed the applications, they will be submitted with recommendations from the State Superintendent of Public Instruction to the State Board for consideration for approval. The applicant will be notified, in writing, of the status of the proposal by the State Superintendent of Public Instruction after State Board action.

8.13 Required Allocation of Funds to Certain Areas.

At least one-third of the federal funds allotted to the state under Part F of the act shall be used for consumer and homemaking education programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Program.

Consumer and homemaking education programs approved by the State Board will conform to criteria according to 8.12-1 and 8.12-2 of this part and will meet the following requirements:

A. The program will encourage greater consideration of the social and cultural conditions and needs, especially in economically depressed areas.

B. The program will encourage preparation for professional leadership in home economics and consumer education.

C. The program will be designed for youth and adults who have entered or are preparing to enter the work of the home.

D. The program will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.

E. The program will include consumer education as an integral part thereof.

8.3 Ancillary Services and Activities.

In addition to the general provisions in the State Plan with regard to state administration, pursuant to program evaluation and teacher training, the State Board shall provide for other ancillary services and activities necessary to assure quality in all consumer and homemaking education programs. These may include, but are not limited to, curriculum development, development of instructional materials, research, special demonstration and experimental programs and program evaluation.

8.31 Staff.

A. The professional staff for the administration and supervision of consumer and homemaking education in the Office of the Superintendent of Public Instruction is composed of a supervisor and an assistant supervisor. The staff is responsible for the administration and supervision of the total state vocational home economics education program which includes consumer and homemaking programs under Part F of the act.

B. The staff arranges for local evaluation of programs, makes periodic program visitations and directs youth group activities.

C. Teacher educators in home economics offer approved preservice and inservice programs for vocational education teachers, under state agreement with teacher training institutions; make follow-up visits of first year teachers; supervise student teachers and participate actively in special inservice programs.

8.32 Graduate Assistantships.

Graduate assistantships may be offered by the State Board for study in home economics education or a related field on an annual basis through appropriate units of the Montana University System.

8.33 Curriculum, Program and Development of Instructional Materials.

Ancillary services also consist of direction and arrangement for curriculum development, research, special demonstration and experimental programs, and development of instructional materials.

8.34 Inservice Education.

Inservice education to upgrade and improve the quality of programs may be provided through, but are not limited to, the following:

A. District or area inservice meetings.

B. Supervising teachers' conferences.

C. Annual vocational education conference and workshops.

D. Annual state and national youth conferences.

E. Work experience for teachers of wage-earning home economics courses.

F. Summer school courses and institutes provided for upgrading, meeting certification standards, achieving advanced degrees and other desired enrichments through an accredited college or university.

9.0 Cooperative Vocational Education Programs.

For the purposes of this part the term "cooperative occupation program" means an occupational training program carried on through a cooperative arrangement between schools and employers. Persons enrolled in this type of program will receive vocational training by combining academic and related institutional work in school with on-the-job experience as an employee in an occupational field. Such experiences will be supervised by a qualified cooperative vocational education coordinator and/or school personnel and the employer, to insure successive learning steps that contribute to the student's education and his employability. A time schedule for on-the-job and school experiences shall be flexible to insure maximum student progress. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with federal funds under Part G of the act. (See 9.0 of Appendix IV.)

9.1 Procedures for Approval of Cooperative Vocational Education Programs.

9.11 Submittal of Applications.

Three (3) copies of the project application shall be submitted to the Office of the Superintendent of Public Instruction for review and State Board action. Each application shall include the following:

A. A statement of purpose of the proposed program or project.

B. A statement from the local agency which includes a determination of local needs.

C. A description of the nature of the program or project.

D. Assurance that the occupational on-the-job training will not violate the U. S. and Montana fair labor provisions.

E. The age of prospective students to insure compliance with applicable existing laws.

F. Selection standards to be used in qualifying students who may participate in such programs.

G. Wages to be paid commensurate to the student's value to the employer and in compliance with state and federal legislation.

H. Length of training period (time schedules and applications), reflecting the training needed to adequately prepare students in the occupations for which training is scheduled, and including date when students are involved in the beginning of program development and date of the termination of the program.

I. Student liability and industrial insurance protection responsibilities, outlined in detail.

J. Outline of procedures for preparation of individual student training plans. Written policies must govern each student's on-the-job training and include the content of related classroom instructions.

K. Role of the employer in student supervision, stated as part of the program for each student and as it may vary according to various occupations for which the student is trained.

L. Role of the teacher-coordinator in on-the-job and classroom supervision.

M. Administrative responsibilities and procedures established which will enable anyone, from the superintendent of the school to the on-the-job instructors at the training stations, to determine relationships to other staff and administrative members.

N. Policies and procedures in financing which reflect the intent of the local educational agency and the employer to provide adequate financing to the total training program.

O. Staff qualifications including a description of staff responsibilities and minimum acceptable qualifications for all positions compatible with the State Plan.

P. Assurance that local districts shall comply with the provisions of the Fair Labor Standards Act as it relates to cooperative vocational education programs.

9.12 Review of Applications.

Each application from a local agency will be reviewed by the Office of the Superintendent of Public Instruction and recommendations developed for submittal to the State Board. Special consideration will be given to applications which satisfy the following criteria in addition to those listed in 9.1 of the State Plan.

A. Unemployed or other disadvantaged youth whose vocational training needs are not cared for in ongoing regular programs, are served.

B. Cooperation is shown between educational personnel and employers capable of training and placing students for gainful employment.

C. Relevance is shown of annual and long-range planning.

D. Staffing and facilities are competent and adequate.

E. Budgets are developed, specified and reasonable.

F. Projected outcomes of the program are specified.

G. Use of advisory committees is effective.

H. Proposed program relates to overall community or area needs.

I. Proposed program compliments and supplements the total community and area effort in solving the problems of vocational education.

9.13 Action on Applications.

Applications submitted to the Office of the Superintendent of Public Instruction will be reviewed by the state vocational education staff and referred, with recommendations, to the State Board for action. Subsequent to State Board action, notification of the status of the application will be made by letter to the applicant.

9.2 Requirements of Cooperative Vocational Education Programs.

All programs funded for purposes of this part will include the following requirements:

9.21 Purpose.

The program shall meet the definitions of cooperative vocational education in 9.0 of this part and will be under the administration, direction, supervision and control of the local educational agency. The local educational agency will participate with public or private employers to provide on-the-job training opportunities that may not be available otherwise to persons who can benefit from such a program.

9.22 On-the-job Training Standards.

Each program will provide on-the-job training that:

A. Is related to career opportunities susceptible to promotion and advancement.

B. Does not displace other workers who perform such work.

C. Employs student-learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain.

D. Is conducted in accordance with written training agreements between local agencies and employers, copies of which shall be submitted to the state for filing with the local applications.

9.23 Identification of Jobs.

All applications will identify the procedures used to determine available jobs and their suitability for training purposes. The application must indicate what procedures have been established for cooperation with other agencies and groups in identifying and obtaining suitable jobs for persons who enroll in a cooperative occupational program.

9.24 Additional Costs to Employers.

Funds to employers shall not be exploited and must be held to a minimum. Added employer costs will not include the cost of construction of facilities, purchase of equipment and other capital costs which would inure to the benefit of the employer. The local educational agency will be responsible for determining added employer costs and shall present written analysis and recommendations concerning such costs to the State Board when they are deemed necessary. Employer costs may be determined necessary when:

A. It is apparent that, without such reimbursement, employers with meaningful work stations would not be able to provide quality, on-the-job training.

B. Such added employer costs are set forth in the training agreement between the local agency and the employer, indicating special costs factors applied, the amount of funds to be paid and the duration of the reimbursement.

C. The local agency has determined necessary costs of instructional materials, costs of justified upgrading of the quality of instruction not normal to the employer's operation.

9.25 Costs to Students.

Students may be reimbursed for unusual costs resulting from participation in a cooperative vocational education program. Payments may be made only for those costs which are inherent in such programs and those which full-time students are usually not expected to finance personally. Payment may be made for costs which:

A. Are reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as special tools, equipment and clothing, transportation, and safety and other devices.

B. Do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

Payment shall be made to student only when a statement signed by his employer and the cooperative education supervisor indicate that the cost is justified according to the foregoing regulations.

9.26 Participation of Students from Nonprofit Private Schools.

The application for program approval will contain a meaningful plan for involving students from nonprofit private schools when students in these schools are determined to have similar needs and occupational aspirations and to the extent consistent with the number of such students in the area to be served. The participation of such students enrolled in vocational education programs or projects shall be in accordance with the following requirements and also according to 6.22 of this part.

A. Each program and project carried out by the local educational agency shall be designed to include, to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area served, types of vocational education services which will meet the vocational education needs of such students. Such services may be provided through such arrangements as dual enrollment, educational radio and television or mobile or portable equipment, and may include professional and subprofessional services.

B. The vocational education needs of students enrolled in nonprofit private schools located within the geographic areas served, the number of such students who will participate and the types of vocational education services which will be provided for them shall be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing such vocational education services to students enrolled in public schools. Each application submitted by the local educational agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who are expected to participate in each program and project as well as the degree and manner of their expected participation.

C. The local educational agency providing vocational education services to students in nonprofit private schools shall maintain administrative control and direction over these services, and each application from such agency shall include assurance thereof. Vocational education services provided with federal funds shall not include the use of equipment, other than mobile or portable equipment, on private school premises or the construction of private school facilities. Mobile or portable equipment may be used on private school premises for such period of time or when the life of the current program or project for which the equipment is intended to be used and as is necessary for the successful participation in that program or project by the students enrolled.

D. Any program or project to be conducted on public premises and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by school enrollment or religious affiliation.

9.27 Noncommingling of Funds.

All proposals submitted under Part G of the act to the State Board, through the Office of the Superintendent of Public Instruction, will describe the accounting procedures to be utilized to assure that funds for approved projects and expenditures of these funds can be separately identified.

9.28 Evaluation and Follow-Up Procedures.

Evaluation and follow-up is the joint responsibility of the cooperative education coordinator and the employer. A planned follow-up of job success and personal employment advancements shall be included as part of the evaluation. Plans shall include provisions for at least a five-year follow-up study.

9.3 Ancillary Services and Activities.

The Office of the Superintendent of Public Instruction may provide the leadership to provide services to include, but will not be limited to:

A. Cooperative agreements with teacher training institutions for training coordinators.

B. Development of curriculum materials.

C. Development of teacher-employer workshops.

D. Provision of job placement for trainees.

E. Provision of guidance and counseling for cooperative education students.

F. Review of training plans to assure adequate local administration and supervision.

10.0 Work-Study Programs for Vocational Education Students.

Funds allotted to the state for the purpose of Part H of the act shall be used for work-study programs for vocational education students, and for the development and administration of that part of the State Plan applicable to such programs. In addition to the provisions in 1.0 to 3.0 and 10.0 of Part I of the State Plan, the following special provisions apply to work-study programs for vocational education students.

10.1 Procedures for Approval of Work-Study Programs.

10.11 Submittal of Applications.

The local educational agency, to include post-secondary vocational-technical education centers, may initiate a work-study program by determining its eligibility under this section (10.0) and submitting an application to the State Superintendent of Public Instruction for review and transmittal to the State Board for consideration of approval. This application will include information concerning the nature, duration, purpose, qualifications of staff, justification and financial arrangements. (See 10.0 of Appendix IV.)

10.12 Review of Applications.

Preference will be given to applications submitted by local educational agencies serving communities with high concentrations of youth unemployment and school dropouts. Review procedures will include criteria which is relevant to the annual and long-range plans for solving unemployment and dropout problems, adequacy and competence of staff, reasonableness of the cost estimates, expected meaningful outcomes or project goals, and financial arrangements pursuant to 2.0 of this State Plan.

10.13 Action on Applications.

The State Board shall be the sole approval agency for work-study programs. In so far as financial resources are available and information is set forth in the application as required, program applications will be approved, disapproved or deferred according to 10.11 and 10.12 above. Upon completion of State Board review and action, the State Superintendent of Public Instruction shall notify applicants concerning the status of of the application by letter.

10.2 Requirements of a Work-Study Program.

Except as provided in 10.3 below, funds allocated to the state under Part H of the act will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements:

10.21 Administration.

A. Local Educational Agency.

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youth, in the area served by such agency, able to meet the requirements in 10.22 of this section.

B. State Board.

The State Board, upon recommendations from the State Superintendent of Public Instruction, shall determine that the standards and regulations pertaining to the administration of the work-study programs being conducted by local educational agencies are being maintained. Periodic reviews of programs shall be made.

10.22 Eligible Students.

Employment under the work-study program will be furnished only to a student who (1) has been accepted for enrollment, or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen (15) years of age and less than twenty-one (21) years of age on the date of the commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining a good standing in his school program while employed under the work-study program.

10.23 Limitation on Hours and Compensation.

A. Regular School Year.

No student will be employed, during an academic year or its equivalent, for more than fifteen (15) hours in any week during which classes in which he is enrolled are in session. The compensation for such employment will not exceed forty-five dollars ($45) per month or three hundred fifty dollars ($350) per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed sixty dollars ($60) in any month or five hundred dollars ($500) per academic year or its equivalent. An academic year shall be defined as a period of nine (9) months (exclusive of the summer term) interrupted by the equivalent of one (1) month vacation.

B. Summer Semester.

A student attending a class on a full-time basis in the summer school term shall be limited to fifteen (15) hours of employment per week and the monthly compensation of forty-five dollars ($45) or sixty dollars ($60) as described in paragraph (A). If the student is not attending classes during summer, there is no limitation upon the number of hours of employment and the amount of compensation which he may earn. The total of his summer earnings shall not be limited by, or have the effect of limiting, the compensation paid to him for the academic year pursuant to paragraph (A).

10.24 Employment for Public Agency or Institution.

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (federal, state, local) pursuant to a written arrangement between the local educational agency and such other agency or institution. Work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment exists under arrangement between the local educational agency and the federal agency or institution, the written arrangement will state that students so employed are not federal employees for any purpose.

10.25 Maintenance of Effort.

In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three (3) fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration.

The amount of federal funds used to pay the cost of developing those provisions in the State Plan applicable to work-study programs and the cost of administering such provisions will not exceed one (1) percent of the state's allotment under Part H of the act for vocational work-study programs, or ten thousand dollars ($10,000), whichever is greater.

LONG-RANGE PROGRAM PLAN PROVISIONS

1.0 Manpower Needs and Job Opportunities.

The economy of the state has been showing a steady growth over the past few years and it is expected that during the fiscal year 1972 the state's economy will begin to more nearly parallel the average national projections. The recreation industry, reactivation of lignite coal fields and increase of services will favorably affect the economy.

Montana has experienced a steady population growth from the 1960 census figure of 674,767 to the 1970 census figure of 696,423. This modest growth has occurred in spite of a substantial out-migration in the 18 to 25 year age bracket.

POPULATION AND CIVILIAN LABOR FORCE TRENDS*
1960-1971

Year	Population	Civilian Labor Force	Unemployed	Percentage Unemployed
1960	674,767	253,900	17,000	6.7
1961	676,724	252,900	18,400	7.3
1962	678,686	253,200	13,900	5.5
1963	680,654	255,900	13,800	5.4
1964	682,628	256,400	13,700	5.4
1965	684,427	259,700	13,000	5.0
1966	686,412	267,900	12,700	4.7
1967	688,403	272,900	13,100	4.8
1968	690,399	271,900	12,800	4.7
1969	692,401	276,900	15,500	5.6
1970	694,409	282,100 1/	18,800	6.7
**1971	696,423	273,800	24,600	9.0

*Statistics obtained from the Montana Employment Security Commission.
**Note that 1971 is a projection.
1/ Persons in civilian work force involved in labor disputes not counted as either employed or unemployed in current employment. (Table 1 current employment)

The average rate of unemployment in Montana maintained approximately a one percent average above the national unemployment rate during 1966 and 1968. From 1969 to 1971 the average unemployment in Montana has risen to a two percent average above the national unemployment rate.

Unemployment in Montana patterns itself to the peculiar economic factors at work in the state and in surrounding states. Predictable annual fluctuations in the rate of unemployment result from factors such as (1) the seasonal nature of the agriculture industry, (2) the seasonal nature of tourism, which is still in the developmental stage, and (3) the seasonal nature of construction projects and the national rate of decline of construction projects in general, which influence employment, not only in the construction industry, but also in related industry. Less predictable factors influencing the rate of unemployment are (1) the return of veterans as the Viet Nam war begins to wind down, and (2) the migration of unemployed persons from areas such as Seattle.

One of the main concerns in the state labor force has been its youth. The number of mature youth entering the labor market has been increasing faster than have employment opportunities; consequently, many youth have left the state to seek employment.

By 1972 Montana must have approximately 8,200 new jobs to reduce the unemployment rate to meet current needs and to reduce unemployment to a normal of four percent. Employment opportunities do exist, however, for which there is not an adequately trained labor supply.

The major industries providing job opportunities in the state are those of agriculture, construction, mining, trades, finance, insurance and real estate, service, transportation and utilities, government, manufacturing, forest products industries and tourism.

1.1 Summary of Labor Demand and Labor Supply.

Table 1 is a summary of the projected labor demand and supply for fiscal years 1972 and 1976 for the State of Montana.

1.1 Summary of Labor Demand and Labor Supply.

Table 1

Employment Opportunities Related to Vocational Education Programs
Labor Demand and Supply Summary 1/

State of Montana — Fiscal Year Ending June 30, 1972

OE Code	Instructional Program	1970 1/ Current Employment	Projected Expansion and Replacement Needs		Projected Labor Supply 3/ Vocational Education Output 2/		Other Sectors Output	
			1972	1976	1972	1976	1972	1976
	TOTAL	185,650	7,480	8,090	4,893	6,661	831	1,295
01.0100	Agriculture (Production) 4/	33,730	670	550	579	483	21	63
01.0200	Agriculture (Supplies & Services)	4,500	200	250	78	195	0	0
04.0000	Distribution & Marketing	18,710	824	950	807	987	0	0
07.0000	Health Occupations	12,420	916	1,140	511	771	134	155
09.0200	Home Economics (Wage Earning)	11,880	742	850	278	675	41	60
14.0000	Office	35,610	2,122	2,500	647	1,333	447	679
16.0000	Technical 5/	4,650	216	250	306	420	68	98
17.0000	Trades & Industry 6/	64,150	1,790	1,850	1,687	1,797	120	240

1/ Data from the Montana Employment Security Commission, the Office of the Superintendent of Public Instruction and other appropriate sources.
2/ Data does not include vocational education output from consumer and homemaking or adult and continuing education.
3/ Significant numbers of workers leave Montana to seek employment, i.e., are not available for employment.
4/ Decline in Agriculture Production is due to better identification and reclassification to Trades and Industry.
5/ Out-migration in technology to areas outside Montana.
6/ Trades and Industry growth due to better identification and more accurate statistics.
7/ Persons in civilian work force involved in labor disputes not counted as either employed or unemployed.

1.2 Sources of Data.

The following cooperating agencies have contributed in providing recent data used in the analysis of the state's manpower needs, job opportunities and the development of a long-range vocational education plan:

A. Cooperative Area Manpower Planning System Committee

B. Montana Employment Security Commission

C. The Office of the Superintendent of Public Instruction

D. State Department of Public Welfare

E. State Division of Vocational Rehabilitation

F. Office of Economic Opportunity

G. State Department of Health

H. Bureau of Work Training Programs

I. U. S. Office of Economic Opportunity

J. U. S. Civil Service Commission

K. Bureau of Apprenticeship and Training

L. Bureau of Indian Affairs

M. U. S. Department of Agriculture

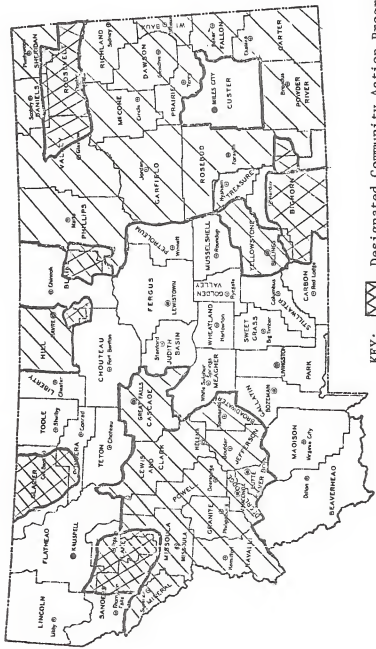
N. Department of Housing and Urban Development

O. State Department of Planning and Economic Development

2.0 Analysis of Availability of Vocational Education.

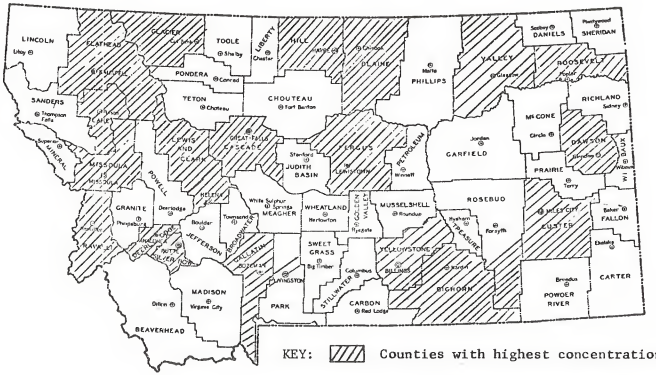
2.1 Specific Areas.

A. Designated depressed areas.


MONTANA.
KEY:
Designated Community Action Programs for the depressed on Indian reservations.
Designated Community Action Programs for the depressed general public.

B. Areas of youth unemployment.

MONTANA.



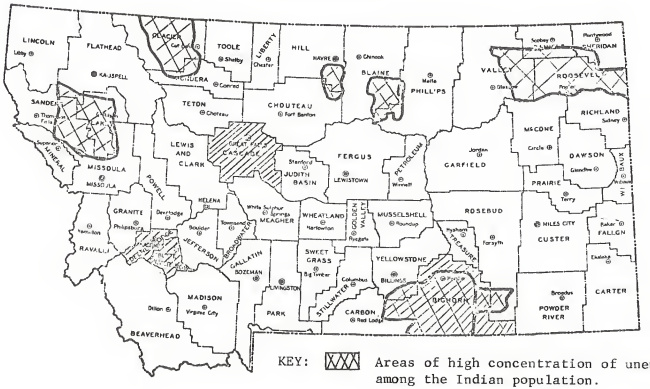
KEY: Counties with highest concentration of youth unemployment.

*1.	Flathead	8.	Silver Bow	15.	Glacier
*2.	Lake	9.	Gallatin	*16.	Blaine
3.	Ravalli	*10.	Yellowstone	*17.	Roosevelt
4.	Cascade	*11.	Big Horn	*18.	Rosebud
5.	Lewis & Clark	12.	Custer	19.	Fergus
*6.	Hill	13.	Dawson	20.	Park
7.	Deer Lodge	*14.	Valley		

*Counties with Indian reservations having a high rate of youth unemployment.

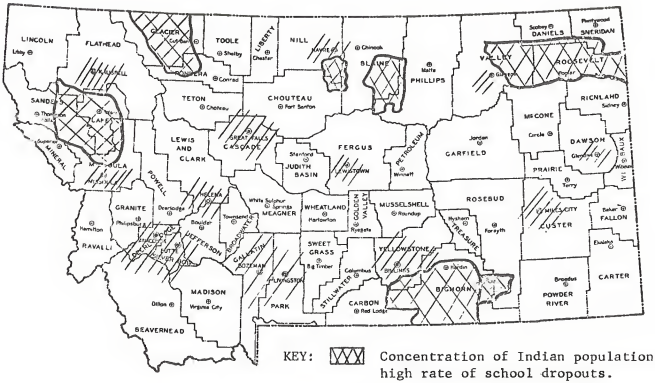
C. Areas of high rate of general unemployment.

MONTANA.



D. Areas with largest number of dropouts.

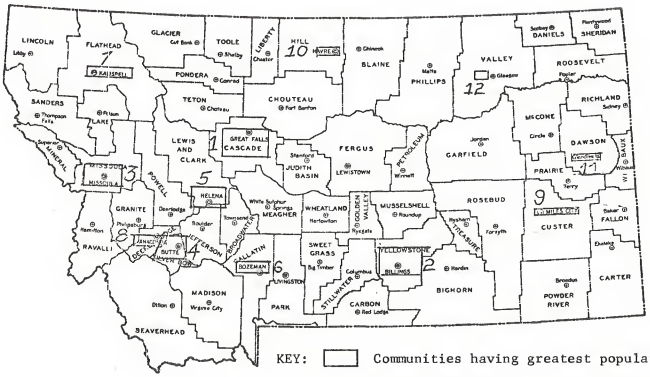
MONTANA.



KEY: ⩛⩛ Concentration of Indian population with high rate of school dropouts.

/// Areas with concentration of dropouts among the general population.

MONTANA.


LINCOLN
Libby
FLATHEAD
Kalispell
GLACIER
Cut Bank
TOOLE
Shelby
LIBERTY
Chester
HILL
Havre
BLAINE
Chinook
Malta
PHILLIPS
VALLEY
Glasgow
Scobey
DANIELS
Plentywood
SHERIDAN
ROOSEVELT
Poplar
PONDERA
Conrad
SANDERS
Thompson Falls
TETON
Choteau
CHOUTEAU
Fort Benton
RICHLAND
Sidney
MCCONE
Circle
DAWSON
Glendive
WIBAUX
Wibaux
PRAIRIE
Terry
FALLON
Baker
Ekalaka
CUSTER
Miles City
ROSEBUD
Forsyth
MUSSELSHELL
Roundup
GOLDEN VALLEY
Ryegate
PETROLEUM
Winnett
FERGUS
Lewistown
JUDITH BASIN
Stanford
GARFIELD
Jordan
PHILLIPS
Malta
LAKE
Ronan
Polson
Thompson Falls
LINCOLN
Libby
LAKE
Ft Lmn
LEWIS AND CLARK
GREAT FALLS
CASCADE
Stanford
JUDITH BASIN
Lewistown
FERGUS
Winnett
PETROLEUM
Jordan
GARFIELD
PRAIRIE
Terry
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Cut Bank
GLACIER
Conrad
PONDERA
Choteau
TETON
Fort Benton
CHOUTEAU
Harlowton
WHEATLAND
Judith Gap
MEAGHER
White Sulphur Springs
Townsend
BROADWATER
Helena
LEWIS AND CLARK
Deer Lodge
Boulder
JEFFERSON
Whitehall
Butte
SILVER BOW
Dillon
BEAVERHEAD
Virginia City
ALDER
Ennis
MADISON
Bozeman
GALLATIN
Big Timber
SWEET GRASS
Columbus
STILLWATER
Red Lodge
CARBON
Livingston
PARK
Billings
YELLOWSTONE
Hardin
BIGHORN
Broadus
POWDER RIVER
Ekalaka
CARTER
Forsyth
ROSEBUD
Roundup
MUSSELSHELL
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TOOLE
Cut Bank
GLACIER
Conrad
PONDERA
Kalispell
FLATHEAD
Libby
LINCOLN
Ft Lmn
LAKE
Thompson Falls
SANDERS

3.0 Analysis of State's Population Relating to Vocational Education Needs.

Table 2 shows the population characteristics data used in determining vocational education needs in the state. Appropriate sources of data are those provided in section 1.2 of this part of the State Plan.

Table 2

Population Characteristics

	Latest Available Data	1972 (Estimated)	1976 (Projected)
1. General Population (1970)	694,409	698,423	714,423
Urban	370,676	374,789	390,687
Rural	323,733	323,634	323,736
*Race	31,366	31,457	31,821
2. Secondary			
Age Distribution	13-20 yrs.	13-20 yrs.	13-20 yrs.
School Enrollment	69,571	69,712	70,580
3. Post-Secondary			
Age Distribution	15 yrs-up	15 yrs-up	15 yrs-up
College Enrollment	25,969	25,976	26,300
Post-Secondary, Vo-Tech	3,219	3,754	5,495
School Dropouts	2,087	2,091	2,117
4. Adult			
Age Distribution	21 yrs-up	21 yrs-up	21 yrs-up
Unemployment	25,400	24,300	24,780
5. Disadvantaged-Unemployed 1/			
Unemployed	4,806	4,326	4,153
Underutilized	21,383	20,956	19,248
Family Income (sub std.)	19,903	17,913	13,913
Welfare	750	675	400
Minority Groups	2,900	2,408	1,424
6. Handicapped 2/	29,000	29,084	29,446
7. Consumer and Homemaking Education			
Working Women	19,650	20,126	20,377

*Race is other than caucasian.

1/ Data from State Division of Vocational Rehabilitation.

2/ Data from State Division of Vocational Rehabilitation.

Table 2--contd.

	Latest Available Data	1972 (Estimated)	1976 (Projected)
8. College	2,772	2,780	2,815
Business College	600	602	609
Automotive Schools	140	140	142
Cosmetology	500	501	507
Post-Secondary Total	4,012	4,023	4,073
Secondary Total	3,205	3,214	3,054
Private School Enrollment Total	7,217	7,237	7,127

4.0 Vocational Education Program Needs.

The statistical data and other information in Part II of this part of the State Plan identify and describe the vocational education needs which are to receive priority attention in terms of the target population (disadvantaged and handicapped), target areas (depressed areas, areas with high unemployment), and program emphasis (new careers, public service occupations).

A. Disadvantaged and Handicapped.

In making long-range program plan provisions, due consideration will be given to the needs of disadvantaged and handicapped persons. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for disadvantaged persons and ten (10) percent of such allotment shall be used only for vocational education for handicapped persons.

The illustrations and tabulations included in 2.0 and 3.0 of this part clearly show the need for priority attention to the vocational education needs of the state for disadvantaged and handicapped individuals. As shown in Table 2 of 3.0, there are over 20,000 disadvantaged persons living in the state who are unemployed, have substandard family incomes, receive welfare assistance or belong to minority unemployed groups. There are over 29,000 handicapped persons living in the state, most of whom can be trained so that they may become productive citizens of society.

Target population groups of disadvantaged and handicapped persons for which special training programs and services will be implemented and conducted are those located on Indian reservations, in small communities or ranches which are geographically isolated from the community at large, in designated economically depressed areas, designated areas with large percentages of dropouts, areas of greatest population density, in-state hospitals and remedial-type institutions and as identified according to 2.1-A, 2.1-D and 2.1-E of this part.

B. Depressed and Unemployment Areas.

In making long-range program plan provisions, priority considerations will be given such target locations as depressed areas, areas with high general unemployment and areas with high youth unemployment. Emphasis is given to provide post-secondary vocational education programs in areas having a rate of youth unemployment higher than that of the general population, minority group unemployment and in areas having a school dropout rate in excess of the overall state school dropout rate. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act will be used only for post-secondary vocational education.

The illustrations and tabulations included in 1.0, 2.0 and 3.0 of this part show the need for priority attention to the vocational education needs of the state for persons living in depressed areas and areas with high unemployment. According to 1.0, the average rate of unemployment in the state maintains approximately a two percent average above the national unemployment rate. The impact of unemployment on this state, basically an agricultural state with construction following in importance, is distributed unevenly among the various municipalities and geographic areas. The sharp variations in unemployment also reflect the dislocation which accompanies the rapidly changing manpower trends caused by technological change, the expansion of existing facilities and the deterioration of others and the perpetual change in the state's labor force. Target areas, such as those with the highest population density, are widely dispersed throughout the state. Special emphasis programs for these areas are to be designed to meet the needs of the diverse population groups in these areas which have distinct regional economic and cultural differences.

One of the main concerns in the state's labor force has been its youth. The number of mature youth entering the labor market has been increasing faster than have employment opportunities; consequently, many youth have left the state to seek employment. Depressed areas and areas with high unemployment are identified in 2.1-A, 2.1-B, 2.1-C, 2.1-D and 2.1-E of this part.

C. Program Emphasis.

Special consideration will be given the development of programs which will provide opportunities for students to train for emerging new careers and public service occupations. The major occupational constellation areas of the state which will provide new opportunities for employment include off-farm agriculture and agriculturally-related occupations, construction, mining, trades, finance, insurance and real estate, service, transportation and utilities, government, manufacturing, forest products industries and tourism. Areas of fastest growth opportunities are those in off-farm agriculture, health occupations and services. Several new programs in the field of public service occupations are being implemented in community colleges, as well as state-designated post-secondary vocational-technical education centers. Additional identification of job opportunities is made in 1.0 of this part.

5.0 Vocational Education Objectives.

The following objectives, when achieved, will assure that substantial progress will be made toward meeting the vocational education needs of potential students relating to such factors as listed below.

Specific behavioral objectives, compatible with growth or reduction changes or other quantifiable measures for achievement, will be met.

5.1 Secondary.

Objectives	Outcomes Sought		
	Current 1/ Status (1970)	1972	1976
a. Percentage of secondary schools to increase number of students enrolled in vocational education.	21.0%	24.7%	50.0%
Urban	12.0%	14.7%	25.0%
Rural	9.0%	10.0%	25.0%
b. Percentage of secondary vocational students entering post-secondary vocational education programs.	15.0%	19.0%	50.0%
c. Total number of instructional programs (by OE Code).	332	345	400
d. Percentage of students available for work, placed in jobs following training.	30.0%	36.0%	41.0%
e. Percentage of secondary students completing program (leaving program with marketable skills).	42.0%	43.0%	47.0%
f. Vocational student-guidance counselor ratio.	1 to 400	1 to 300	1 to 300

1/ Data authenticated as surveys made are of 1970-71 school year.

5.2 Post-Secondary.

Objectives	Outcomes Sought		
	Current Status (1970)	1972	1976
a. Percentage of population age 15-24 enrolled in post-secondary vocational education.	1.0%	2.0%	20.0%
Urban	.33%	.7%	10.0%
Rural	.67%	1.3%	10.0%
b. Percentage of post-secondary (two-year) students enrolled in vocational education.	40.0%	66.0%	76.8%
c. Total number of instructional programs (by OE Code).	76	84	175
d. Percentage of students available for work, placed in jobs following training.	92.0%	100.0%	100.0%
e. Number of instructional programs for emerging occupations.	0	2	10
f. Vocational student-guidance counselor ratio.	1 to 325	1 to 300	1 to 250

5.3 Adult.

Objectives	Outcomes Sought		
	Current Status (1970)	1972	1976
a. Percentage of population age 16-64 enrolled in adult vocational education.	1.5%	3.6%	40.0%
Urban	1.21%	2.4%	30.0%
Rural	.29%	1.2%	10.0%
b. Total number of instructional programs (by OE Code).	95	105	335
c. Total number of new instructional programs.	4	10	40
d. Percentage of adult students completing vocational education programs.	83.0%	88.0%	93.0%

5.4 Disadvantaged.

Objectives	Outcomes Sought		
	Current Status (1970)	1972	1976
a. Percentage of disadvantaged population enrolled in vocational education.	6.0%	9.4%	25.0%
Secondary	4.0%	5.8%	8.2%
Post-Secondary	2.0%	2.9%	5.5%
Adult	0.0%	.9%	11.3%
b. Total number of instructional programs, separate and integrated (by OE Code).	42	55	70
c. Number of students enrolled in cooperative programs.	30	75	300
d. Number of students enrolled in vocational work-study programs.	70	140	540

5.5 Handicapped.

Objectives	Outcomes Sought		
	Current Status (1970)	1972	1976
a. Percentage of handicapped population enrolled in vocational education.	.16%	.3%	15.0%
Secondary	.04%	.075%	2.0%
Post-Secondary	.04%	.075%	5.0%
Adult	.08%	.15%	8.0%
b. Total number of instructional programs, separate and integrated, (by OE Code).	6	11	60
c. Number of students enrolled in cooperative programs.	15	35	120
d. Number of students enrolled in vocational work-study programs.	3	40	115

5.6 Special Programs.

5.61 Research.

Identify objectives for research to be carried out during the year.

The Entry/Exit/Follow-up survey is providing data for identifying disadvantaged and handicapped persons. It provides accountability that training prepares students for job entry or entry into advanced training. Each agency must participate in the Montana Vocational Education Entry/Exit/Follow-up survey. It further assists in planning better programs and shows areas where programs are not meeting needs or indicates need for new or additional programs.

5.61-1

State's Priorities	Year Initiated				
	1972	1973	1974	1975	1976
1. Research, develop and implement studies of vocational education needs.	x				
a. Survey of employment opportunities.	x				
b. Survey on curriculum based on job analysis.	x				
c. Identification of handicapped, disadvantaged and unemployed youth.	x				
d. Survey of educational dropout.	x				
e. Needs for adult and continuing education.	x				
*f. Performance criteria for teacher certification.		x	x	x	x

*Contingent upon funds and to be initiated sequentially.

State's Priorities	Year Initiated				
	1972	1973	1974	1975	1976
*g. Development of leadership curriculum as per professional development supplement.		x	x	x	x
h. Evaluation of consumer and homemaking courses.	x				
2. Implement strategies developed.			x		
**3. Two year employment success survey.		x			
4. Five year employment success survey.					x
5. Identification of residential school needs.		x			
6. Survey of programs for the five vocational-technical post-secondary centers.	x				
7. Plan for occupational and vocational education for Montana, K-14.	x				

*Contingent upon funds and to be initiated sequentially.
**Pilot samplings initiated 1972; full program to be initiated 1973.

5.62 Exemplary Programs.

A. Objectives.

1. Exemplary programs must be action oriented, highly successful and innovative.
2. It is a medium to span the gap between school and earning a living.
3. It will broaden occupational aspirations and opportunities for youth with special emphasis given to youth who have academic, socioeconomic and other handicaps.
4. Exemplary programs will provide opportunities to students from grades 7-9 to experience exploration in a wide variety of occupations.
5. These programs encourage regional concepts where students from small isolated schools may meet at a central school for orientation and hands-on vocational experiences.

Objectives	Outcomes Sought		
	Current Status (1970)	1972	1976
a. Number of projects.	5	5	10
b. Number served by programs.	709	900	1500
c. Number of nonprofit private school students participating.	0	35	75

5.63 State Residential Vocational Schools.

Objectives	Outcomes Sought		
	Current Status (1970)	1972	1976
a. Number of schools.	0	0	5
b. Number of students to be served.	0	0	600
c. Other residential schools located near an area having a high concentration of minority race population.	0	1	0

5.64 Consumer and Homemaking Education.

Objectives	Outcomes Sought		
	Current Status (1971)	1972	1976
a. Number of programs serving youth in economically depressed areas.	25	30	44
b. Number of programs serving adults in economically depressed areas.	4	8	15
c. Number of programs serving youth.			
Number of programs emphasizing consumer education.	92	110	120
d. Number of programs serving adults.			
Number of programs emphasizing consumer education.	4	8	15

5.65 Cooperative Education.

Objectives	Outcomes Sought		
	Current Status (1971)	Part G* 1972	Part G* 1976
a. Number of programs.	17	12	32
b. Number of secondary schools offering programs.	15	9	24
c. Number of post-secondary schools offering programs.	2	3	8
d. Number of employers participating.	95	160	320

*These programs are funded according to Part G of the Act.

5.66 Work-Study.

Objectives	Outcomes Sought		
	Current Status (1971)	1972	1976
a. Number of secondary schools.	14	14	40
b. Number of post-secondary schools offering programs.	6	8	8

6.0 Projections of State's Vocational Education Programs.

Table 3

Vocational Education Enrollment

Level of Program	Projected Enrollment				
	1972	1973	1974	1975	1976
Secondary					
Grades 9-12	17,248	18,972	20,869	22,955	25,250
Grade 8 and below	330	405	440	500	575
Post-Secondary	3,754	4,129	4,541	4,995	5,495
Adult	2,033	4,500	4,750	5,000	5,500
TOTAL	23,365	28,006	30,600	33,450	36,820
Special Programs					
Disadvantaged---------Total* (102b & Part B)	1,089	1,281	1,348	1,416	1,509
Secondary	884	899	915	931	947
Post-Secondary	130	132	133	135	137
Adult	75	250	300	350	425
Handicapped----------Total* (Part B)	383	700	812	1,026	1,144
Secondary	208	217	226	236	250
Post-Secondary	80	83	86	90	94
Adult	95	400	500	700	800
Cooperative Program--Total* (Part G only)	1,445	1,523	1,610	1,701	1,815
Secondary	1,415	1,473	1,530	1,591	1,655
Post-Secondary	30	50	80	110	160
Adult	0	0	0	0	0
Group Guidance-------Total* (Prevocational - Part B&D)	2,000	3,000	4,000	5,000	6,000
Work-Study----------Total* (Part H)	99	124	145	165	185
Secondary	80	95	105	115	125
Post-Secondary	19	29	40	50	60
Consumer and Homemaking Education----------Total 1/ (Part F)	7,750	8,110	8,462	8,827	9,206
Secondary	7,200	7,490	7,780	8,091	8,414
Post-Secondary	0	50	80	110	140
Adult	550	570	602	626	652

*Totals for special programs are included in totals by levels.

1/ Does include the totals for Part F.

Table 4

Schools Offering Vocational Education Including
Types, Number and Enrollment 1/

Type of School	1972		1973		1974		1975		1976	
	No.	Enrol.	No.	Enrol.	No.	Enrol.	No.	Enrol.	No.	Enrol.
Specialist Secondary	0	0	0	0	0	0	0	0	0	0
Vocational-Technical Post-Secondary	5	3,754	5	5,629	5	6,000	5	6,400	5	7,195
Regular or Comprehensive Secondary	98	17,248	100	19,236	103	20,869	105	22,955	108	25,250
Junior or Community College	3	355	3	904	3	1,231	3	1,391	3	1,401
College or University	1	435	1	470	1	505	1	540	1	575
Secondary/Post-Secondary Combination	2	160	2	224	2	288	2	352	2	416
Other Public Institution	0	0	0	0	0	0	0	0	0	0
Private (Under Contract)	0	0	0	0	0	0	0	0	0	0
TOTAL	109	21,952	111	26,463	114	28,893	116	31,638	119	34,837

1/ Enrollment figures are compatible with those in Table 3, Part II and Tables 2, 3 and 4 in Part III.

Table 5

Construction Projects

Area Vocational Schools (as defined in the 1968 Amendments) Level 1/	1972		1973		1974		1975		1976	
	S	PS	S	PS	S	PS	S	PS	S	PS
Construction Projects Planned										
- Expansion, Alteration, and Remodeling	0	1	0	0	0	2	0	0	0	0
- New Construction	0	1	0	0	0	1	0	0	0	0
- Acquisition	0	0	0	0	0	0	0	0	0	0

1/ Code: S - Secondary
PS - Post-Secondary

Table 6

Number of Teachers in Vocational Education Programs

Vocational Programs	Level of Program														
	1972			1973			1974			1975			1976		
	S	PS	A	S	PS	A	S	PS	A	S	PS	A	S	PS	A
Total Number of Teachers (Unduplicated)	491	160	141	554	199	176	609	263	240	659	316	319	702	375	548
Special Programs:															
Exemplary	9	2	2	12	3	3	14	4	4	16	5	5	18	6	6
Group Guidance (Prevocational)	7	2	1	14	4	2	19	7	4	21	9	8	29	9	12
Pre Post-Secondary	5	0	0	10	0	0	15	0	0	20	0	0	25	0	0
Remedial (Basic Education)	1	3	5	3	7	7	5	10	10	10	10	15	10	10	20
Cooperative, Part G	4	0	0	6	3	5	8	10	15	10	20	20	15	25	25
Disadvantaged	50	12	11	52	15	12	56	18	10	58	20	12	60	25	52
Handicapped	14	1	2	15	6	10	25	12	20	30	15	25	18	30	33
Other 1/	3	0	0	10	5	1	20	10	5	25	15	25	30	20	30
Occupational Programs: (Specify by OE Code)															
01. Agriculture	66	9	10	66	9	10	66	10	9	66	10	9	66	10	9
04. Distributive Education	0	5	3	10	8	5	12	10	7	14	14	12	20	15	20
07. Health Occupations	0	41	8	1	43	10	2	45	3	4	48	14	5	50	15
09.01 Consumer & Homemaking	140	0	30	144	2	35	146	40	35	148	40	35	148	40	50
09.02 Wage Earning Home. Ec.	9	0	0	15	5	0	17	6	2	18	7	3	25	10	6
14. Office Occupations	88	12	12	91	13	15	92	7	17	93	8	18	95	20	20
16. Technical	20	14	3	24	16	5	25	7	25	30	12	25	30	15	20
17. Trades and Industries	62	51	56	72	60	60	75	65	70	80	75	85	85	80	90
Other - Cooperative (B)	22	0	0	25	3	3	28	5	5	30	8	8	35	10	40

Code: S - Secondary, PS - Post-Secondary, A - Adult.

1/ Includes teacher aides and consultants.

Table 7

Estimates of Total Funds Needed for Vocational Education
(Federal, State and Local to obtain State Plan Objectives)

Program/Purpose	Funds	1972	1973	1974	1975	1976
State Programs	Total	8,827,460	8,162,854	12,865,135	11,084,414	12,323,637
Part B 2/	Federal	1,291,234	1,317,777	1,375,523	1,434,116	1,493,922
	S & L	7,536,226	6,845,077	11,489,612	9,650,298	10,829,715
Secondary	Total (F, S, L)	2,480,620	2,564,961	2,652,170	2,742,344	2,835,584
Post-Secondary	Total	2,160,573	3,500,000	5,000,000	6,000,000	7,000,000
Adult	Total	308,366	313,300	318,313	323,406	328,580
Disadvantaged	Total	242,108	245,498	248,935	252,420	255,954
Handicapped	Total	266,624	267,743	268,868	269,997	271,131
Construction	Total	2,200,000	-0-	3,000,000	-0-	-0-
Guidance & Counseling	Total	349,500	409,614	480,068	562,640	659,414
Contracted Instruction 1/	Total	35,000	40,950	47,912	56,057	65,587
Ancillary Services	Total	784,669	820,788	848,869	877,550	907,387
Section 102(b) State Programs Disadvantaged	Total (F, S, L)	80,231	81,354	82,494	83,649	84,820
Research and Training	Total	107,736	109,376	114,168	119,032	123,996
Part C	Federal	71,736	73,281	76,493	79,751	83,077
	S & L	36,000	36,095	37,675	39,281	40,919
Exemplary Programs	Total	122,809	125,188	130,675	136,241	141,922
Part D	Federal	110,309	112,669	117,608	122,617	127,730
	S & L	12,500	12,519	13,067	13,624	14,192
Residential Schools	Total	-0-	-0-	-0-	-0-	-0-
State Programs	Federal	-0-	-0-	-0-	-0-	-0-
Part E	S & L	-0-	-0-	-0-	-0-	-0-
Consumer & Homemaking	Total	250,248	259,757	269,628	279,874	290,509
Education	Federal	85,248	88,317	91,674	95,157	98,773
Part F	S & L	165,000	171,440	177,954	184,717	191,736

Table 7--contd.

Program/Purpose	Funds	1972	1973	1974	1975	1976
Cooperative Education Part G	Total	278,016	291,916	306,512	321,838	337,930
	Federal	230,016	242,290	254,405	267,126	280,482
	S & L	48,000	49,626	52,107	54,712	57,448
Work-Study Part H	Total	25,560	30,007	35,228	41,358	48,734
	Federal	20,448	24,006	28,182	33,086	38,987
	S & L	5,112	6,001	7,046	8,272	9,747
Grand Total	Total	9,692,060	9,060,452	13,803,840	12,066,406	13,351,548
	Federal	1,889,222	1,939,694	2,026,380	2,115,502	2,207,791
	S & L	7,802,838	7,120,758	11,777,460	9,950,904	11,143,757

1/ Funds allocated by purpose, except construction, which are to be contracted. Amounts not included in the grand total at bottom.

2/ Appropriations in Montana are made on a biennium basis, therefore, construction monies are shown for 1972-1974.

ANNUAL PROGRAM PLAN PROVISIONS

1.0 General.

The contents of the annual program plan for the state set forth the program, services and activities to be carried out by the various local school districts of the state in attaining the vocational education needs as defined in the long-range program objectives. The plan is described in terms of data and information which can be qualified and evaluated objectively. This part identifies prepared allocation of funds; programs, services and activities to be carried out; enrollments; characteristics of persons to be served; staff resources; administrative and other related ancillary support services; vocational guidance and counseling services and construction of post-secondary vocational-technical education center facilities.

1.1 Summary of Allocation of Funds.

Table 1

Estimated Allocation of Funds
for State Vocational Education Programs

State of Montana — Fiscal Year 1972

Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part B State Programs				
Secondary	$ 2,970,699	$ 322,699	$ 268,000	$ 2,380,000
Post-Secondary	2,924,457	416,463	1,675,000	832,994
Adult	532,700	43,500	43,500	445,700
Disadvantaged	483,115	233,115	-0-	250,000
Handicapped	352,410	155,410	-0-	197,000
Contracted Instruction	15,000	5,000	5,000	5,000
Guidance and Counseling	330,000	75,000	35,000	220,000
Construction of Area Vocational Schools	2,260,000	-0-	1,200,000	1,060,000
Ancillary Services (Total)	960,233	302,911	212,322	445,000
Administration and Supervision	550,233	216,411	158,822	175,000
Evaluation	30,000	5,000	5,000	20,000
Teacher Training	270,000	65,000	30,000	175,000
Research and Demonstration Projects	-0-	-0-	-0-	-0-
Curriculum Development	110,000	16,500	18,500	75,000
Total (Part B)	$10,828,614	$ 1,554,098	$ 3,438,822	$ 5,835,694
Section 102(b) State Programs Disadvantaged	$ 101,189	$ 80,939	$ -0-	$ 20,250

Note: Estimate of expenditures as projected in accordance with the policies and procedures in the State Plan.

Table 1--contd.

Estimated Allocation of Funds
for State Vocational Education Programs

State of Montana — Fiscal Year 1972

Program/Purpose		Total Funds	Federal Funds	State Funds	Local Funds
Part C Research	(Total)	$ 48,585	$ 36,439	$ 12,146	$ -0-
Research, Planning, Development and Evaluation		48,585	36,439	12,146	-0-
Grants and Contracts		-0-	-0-	-0-	-0-
Part D Exemplary Programs	(Total)	$ 137,625	$ 110,100	$ -0-	$ 27,525
Planning		6,880	5,505	-0-	1,375
Operation		130,745	104,595	-0-	26,150
Part E Residential (State)	(Total)	$ -0-	$ -0-	$ -0-	$ -0-
Planning		-0-	-0-	-0-	-0-
Construction		-0-	-0-	-0-	-0-
Operation		-0-	-0-	-0-	-0-
Part F Consumer and Homemaking	(Total)	$ 761,096	$ 103,728	$ 35,000	$ 622,368
Instruction		709,096	101,728	35,000	572,368
Ancillary		52,000	2,000	-0-	50,000
Part G Cooperative Programs	(Total)	$ 308,088	$ 233,088	$ -0-	$ 75,000
Instruction		298,088	223,088	-0-	75,000
Ancillary		10,000	10,000	-0-	-0-
Part H Work-Study	(Total)	$ 27,699	$ 22,159	$ -0-	$ 5,540
Student Compensation		27,699	22,159	-0-	5,540
Administration		-0-	-0-	-0-	-0-

Note: Estimate of expenditures as projected in accordance with the policies and procedures in the State Plan.

1.2 Transfer of Allotments.

Request for Transfer of Federal
Funds Allotted under Section 102(a)

State of Montana — Fiscal Year 1972

Allotment from which transfer is to be made	Allotment to which transfer is to be made	Amount
Part B	Part C	$ -0-
	D	-0-
	E	-0-
	F	-0-
	G	-0-
	H	-0-
Part C	Part B	$ -0-
	D	-0-
	E	-0-
	F	-0-
	G	-0-
	H	-0-

Explanation of transfer: None

(Date) (Signed)

(Title)

1.3 Other Vocational Education Programs.

Other federal and/or state vocational education programs which have components of, are related to, or are in addition to programs in this State Plan include those under Titles I and III of the Elementary and Secondary Education Act of 1965, Neighborhood Youth Corps, Job Corps, Community Action Program, Cooperative Area Manpower Planning System, Manpower Development and Training Act, Adult Basic Education, Bureau of Indian Affairs and Model Cities. In many communities of the state these programs are administered through the local school district and are conducted jointly between the school and the cooperating agency or among several agencies.

2.0 State Vocational Education Programs.

2.1 Instructional Programs.

2.11 Summary.

Programs to be conducted under Part B, Section 102(a) of the act are agriculture, distributive education, health occupations, home economics (consumer and homemaking, wage earning), office, technical and trade and industrial. These programs are identified in Tables 2 and 3 by name and U. S. Office of Education code and are included in Tables 1 and 4.

2.11 Summary.

Table 2

Instructional Programs Planned Which are Continuing or Expanding in FY 1972

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs Continuing	Number of Programs Expanded	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
01.0000 Agriculture						
01.0100	S	60	0	65	2,600	500
	S (H)	1	0	1	30	10
	PS	1	0	1	30	10
	A	10	0	10	150	140
01.0200	S (D)	1	0	1	48	40
	S (H)	1	0	0 (1)	10	10
	PS	1	0	2	15	5
01.0300	PS	1	0	2	70	25
01.0700	S	1	0	1	40	35
	PS	2	0	4	76	30
01.9900	S (D)	1	0	2 (1)	60	50
04.0000 Distribution & Marketing	S (C) (H)	1	0	2	15	14
	S (D)(C)	1	1	2	30	20
	S (C)	16	3	22	1,400	1,100
	PS	2	2	5	110	35
	A	2	1	3	70	65

Table 2--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs Continuing	Number of Programs Expanded	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
07.0000 Health Occupations						
07.0101	PS	1	0	2 (1)	40	20
07.0204	PS	1	1	3 (1)	28	25
07.0206	PS	2	0	8 (1)	80	40
07.0207	PS	7	1	24 (2)	226	200
	A	1	3	6	70	65
07.0208	S (D)	1	1	1 (1)	24	20
	A	1	0	3 (1)	35	28
07.0213	A	1	0	2	36	34
07.0309	PS	2	2	4 (4)	80	70
09.0000 Home Economics						
09.0101	S (H)	1	1	1	48	40
	S (D)	7	2	9	110	94
	S	84	17	140	7,200	2,182
09.0103	A (D)	3	1	4	75	70
	A	15	5	27	480	400
09.0201	S	1	0	1	25	23
09.0401	S	2	3	5	120	104
09.0606	S (H)	1	0	1	12	8
09.9990 3/	S	3	3	6	55	50

Table 2--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs Continuing	Number of Programs Expanded	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
14.0000 Office						
14.0200	PS (D)	3	0	3	55	50
	A	1	0	1	45	30
14.0300	S	28	3	41	768	726
	A	2	0	2	29	21
14.0301	S (D)	3	0	1	77	70
	PS	1	1	3 (1)	45	40
14.0399	S (H)	1	1	1	32	30
14.0700 4/	S	30	2	46	787	747
	PS	9	4	12	430	411
	A	9	8	9	140	120
14.0701	S	1	1	1	60	30
14.9900	S (D)	1	0	1	60	30
16.0000 Technical						
16.0103	S	2	2	4	90	76
16.0106	PS	1	1	2	120	61
16.0107	S	5	1	6	301	109
16.0108	S	4	1	5	310	135
	PS	4	2	6	155	145
	A	2	1	3	45	35
16.0113	PS	2	1	3	55	45
16.0199	S	4	1	5	245	125
	PS	2	1	3	90	46

Table 2--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs Continuing	Number of Programs Expanded	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
17.0000 Trades and Industry						
17.0101	S (H)	1		3	70	35
	S (D)	3		3	134	70
17.0106	S	1		(1)	3	2
17.0203	S	1		1	80	26
17.0300	S	2		2	45	15
17.0301	S	9	1	10 (4)	248	205
	PS	1		1	40	20
	A	2		1 (1)	26	25
17.0302	S (D)	1		1	14	14
	S	3		3	110	45
	PS	6		16	300	150
17.0306	A	3	1	4	70	60
17.0401	S (D)	1		1	36	30
	S	1		1	40	40
	PS	2		8	300	100
17.0500	S	1		(1)	11	6
	PS	1		1	20	20
	A	2		3	60	50
17.1001	S	6		5 (1)	133	47
	S (D)	5		6	128	100
	PS	1		2	30	15
	A	4		4	42	40
17.1002	S	8		8	238	100
	A	1		2	30	25
17.1003	S	2		(2)	22	8
17.1007	S	1	1	(1)	2	1
	A	4		4	41	25

Table 2--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs Continuing	Number of Programs Expanded	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
17.1009	A	1	1	2	30	30
17.1012	S	1		1	30	8
17.1200	PS	2		3	127	70
	A	9	1	10	125	112
	S	1		(2)	16	0
17.1201	PS	1		3	20	10
17.1203	S	2	1	1 (1)	125	25
17.1300	PS	4		6	70	45
	S (D)	1		1	50	25
17.1301	S	11		9 (3)	750	192
	S	1		1	300	75
17.1303	S	2		1 (3)	65	22
17.1401	S	1		1 (1)	60	23
17.1501	A	5	2	7	80	65
	S (D)	1		1	30	25
17.1502	S	1		1	39	20
17.1900	S (D)	1		1	10	10
17.1904	S (D)	1		2	10	10
17.1999	A	2		2	147	70
17.2300	S	5		2 (3)	294	79
17.2301	S	1		(1)	2	1
17.2302	S	4		1 (6)	84	25
17.2303	S	2		2	47	13
17.2304	S	2	1	1 (1)	65	19
17.2305	A	1		1 (1)	22	20

Table 2--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs Continuing	Number of Programs Expanded	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
17.2306	PS	4		7	90	45
	A	9		9	115	100
17.2309	S (D)	1		1	36	30
	S	10	1	8 (7)	556	227
17.2399	S (D)	2		2	70	50
	S	1		(1)	38	10
	PS	2		2	43	30
17.2602	PS	1		1	24	12
17.2700	S	1		(1)	25	8
17.3100	S	1	1	(1)	8	3
	A	1		1	15	14
17.3101	S	6	2	3 (4)	314	14
	PS	1		1	20	10
17.3600	S	1		(3)	49	25
	A	3		3	125	115
17.3601	S	2		(3)	40	8
17.3699	S	1		(1)	12	4
	A	3		3	40	36
17.9900	S (H)	1		2 (1)	6	0
	S (D)	1		1 (1)	60	30

1/ Purpose as identified in Section 122, Subsections (1) through 4(A), 4(B) and (6) of Public Law 90-576, the Vocational Education Amendments of 1968.

S - Secondary	(D) - Disadvantaged	(C) - Cooperative under Part B
PS - Post-Secondary	(H) - Handicapped	(G) - Cooperative under Part G
A - Adult		

2/ Those teachers previously counted in another purpose are indicated in parentheses.

3/ Cluster-type program--clothing, food service, child care and home and institutional services. Preparation for the dual role as homemaker and wage earner.

4/ Eighty percent of the adult teachers are not a duplication of regular teachers.

2.11 Summary.

Table 3

New Instructional Programs Planned in FY 1972

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs	Number of Teachers 2/	Estimated Enrollment	Est. No. To Complete FY 1972
01.0000 Agriculture					
04.0000 Distribution & Marketing					
04.0801	S (G)	4	4	100	90
	A (D)	1	1	20	18
	A (H)	1	2	15	14
04.0803	A	3	3	100	85
04.1501	PS (G)	1	1	50	40
04.1701	S (D)	1	2	40	35
07.0000 Health Occupations					
07.0102	PS	1	2	10	8
07.0203	PS	1	1.5	10	10
07.0217	PS	1	1	10	8
07.0307	PS	1	1.5	10	10

Table 3--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
09.0000 Home Economics					
09.0101	S (H)	3	3	50	47
	S (D)	2	2	75	70
	S	5	5	105	100
	PS (H)	1	1	15	13
	PS	2	2	210	210
09.0301	A	2	4	60	56
	A (D)	1	1	30	25
09.0401	PS	1	1	35	34
14.0000 Office					
14.0200	S	2	3	40	35
	PS (D)	3	4	50	45
14.0300	S (D) (G)	3	3	60	50
	PS (D)	2	3	50	45
	A	4	4	65	60
14.0700	S (D) (G)	2	2	40	30
	PS (D) (G)	2	2	45	40
	A (D)	2	2	30	26
16.0000 Technical					

Table 3--contd.

Instructional Program (OE Code)	Purpose 1/ (1)-(4)(A),(4)(B),(6)	Number of Programs	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1972
17.0000 Trades and Industry					
17.0301	S	2	2 (2)	31	30
17.0399	PS	1	1 (1)	50	49
17.1001	A (D)	3	3 (3)	110	109
17.1003	S	1	1 (1)	60	59
17.1301	S	2	1 (1)	15	15
17.2301	S	1	1 (1)	60	59
17.2304	A	1	1	25	24
17.2309	A	4	4 (1)	88	87
17.3101	S (D)	5	4 (3)	160	158
17.3601	PS	1	1	15	15

1/ Purpose as identified in Section 122, Subsections (1) through 4(A), 4(B) and (6) of Public Law 90-576, the Vocational Education Amendments of 1968.

S - Secondary
PS - Post-Secondary
A - Adult

(D) - Disadvantaged
(H) - Handicapped

(C) - Cooperative under Part B
(G) - Cooperative under Part G

2/ Those teachers previously counted in another purpose are indicated in parentheses.

Table 4

Summary of Instructional Programs Planned 1/

Purpose	Number of Programs Continuing	Expanded	New	No. of Teachers		Estimated Enrollment	Estimated No. Completing
(1) Secondary (S)	333	46	17	427	(53)	17,248	6,723
(2) Post-Secondary (PS)	65	16	12	147	(33)	3,219	1,730
(3) Adult (A)	94	23	16	128	(5)	2,578	1,772
(4) (A) Disadvantaged (D)	40	5	29	73	(5)	1,089	826
(B) Handicapped (H)	7	2	6	17	(1)	383	133
(5) Guidance and Counseling (Prevocational Instruction) (PV)	5	2	0	0		0	0
TOTALS	544	94	80	792	(97)	24,517	11,184

1/ Exemplary, pre-post-secondary and remedial not included in this summary. (See Table 6, Part II.)

2.12 Persons to be Served.

Funds shall be allocated to serve the vocational education needs of the five categories of individuals identified as secondary, post-secondary, adult, disadvantaged and handicapped persons pursuant to the criteria described in 3.1 of Part I and 3.0 and 4.0 of Part II and the objectives relating to such persons set forth in 5.0 and 6.0 of the long-range program of the State Plan. Persons to be served are those identified in Tables 2, 3 and 4 as well as in 2.12-1 through 2.12-5 following.

2.12-1 Secondary.

A. The Need.

Table 2 of Part II shows that there are 69,571 secondary level, or high school, students in the state and this figure is projected in 1972 to be 69,712. Table 3 of Part II indicates that 17,248 students will be enrolled in 1972 on the secondary level in vocational education. Section 5.1 of Part II indicates that 21.0 percent of the secondary schools increased their enrollment in vocational education. These facts clearly indicate the need to place high priority on developing programs to serve a higher percentage of secondary level students since national statistics estimate 10-20 percent of high school graduates complete college leaving in excess of 50 percent of the secondary students not completing vocational education courses or college.

B. Specific Activities Planned.

With funds allocated for this purpose, it is planned to continue to provide services through the 318 programs funded in 1971 (See Table 2, Part III) and to expand 42 ongoing programs in distribution and marketing, home economics, office education, technical, and trades and industry as indicated in Table 2, Part III. In addition, it is planned to start 17 new programs--4 in distribution and marketing, 5 in home economics, 2 in office education and 6 in trades and industry--which will accommodate 411 students (See Table 3, Part III).

C. Outcomes Expected.

With the ongoing programs and the new programs we will be serving over 17,000 secondary level students in 47 occupational categories in 1972. While this is only partially meeting the needs, the effort does make a beginning toward our 1976 projection of serving over 25,000 secondary level students.

2.12-2 Post-Secondary.

A. The Need.

Table 2 of Part II shows that there are 31,275 persons classified as post-secondary of which 25,969 are college enrollees, 3,219 are vocational-technical enrollees, and 2,087 are school dropouts. Section 5.2 of Part II indicates that 1.0 percent of the population age 15-24 are enrolled in vocational education, and that 40.0 percent of post-secondary (two year) students are enrolled in vocational education. The total number of instructional programs is 76 at the post-secondary level. These facts clearly indicate a need for expanding the number of programs available at the post-secondary level.

B. Specific Activities Planned.

With funds allocated for this purpose, it is planned to continue to provide services through 64 programs funded in 1971 (See Table 2, Part III), and to expand 16 ongoing programs in distribution and marketing, health occupations, office education and technical as indicated in Table 2 of Part III. In addition, it is planned to start 10 new programs--1 in distribution and marketing, 4 in health occupations, 3 in home economics and 2 in trades and industry (Table 3, Part III).

C. Outcomes Expected.

With the ongoing and new programs we will be serving over 3,700 persons on the post-secondary level in 39 occupational categories in 1972. This growth reflects an effort toward achieving post-secondary vocational education services for over 5,400 persons in 1976.

2.12-3 Adult.

A. The Need.

There are 25,400 unemployed adults (Table 2, Part II) in the state, most of whom are trainable and capable of becoming productive citizens. Section 5.3 of Part II indicates that 1.5 percent of the population, age 16-64, are enrolled in adult vocational education of which the rural population comprises only 0.29 percent of the 1.5 percent. These facts clearly indicate the need to emphasize the development of programs to serve the adult population and the rural adult population in particular.

B. Specific Activities Planned.

With funds allocated for this purpose, it is planned to continue to provide services through the 91 programs funded in 1971 (See Table 2, Part III) and to expand 24 ongoing programs in distribution and marketing, health occupations, home economics, office education, technical, and trades and industry. In addition, it is planned to start 14 new programs--3 in distribution and marketing, 2 in home economics, 4 in office education, and 5 in trades and industry (Table 3, Part III).

C. Outcomes Expected.

With the ongoing programs and the new programs we will be serving over 2,500 adults in 44 occupational categories in 1972. Substantial progress has been made in accommodating greater numbers of adults in more diversified occupational areas. With present growth continuing at the same rate, the projected enrollment of 5,500 in 1976 should be accomplished.

2.12-4 Disadvantaged Persons. Part B and 102(b)

A. The Need.

Table 2 of Part II shows that there are 49,742 disadvantaged persons in the state, most of whom are trainable and capable of becoming productive citizens. Section 5.4 of Part II indicates that six (6) percent of the disadvantaged population is enrolled in vocational education programs. The figure of six (6) percent is further broken down into four (4) percent on the secondary level, two (2) percent on the post-secondary level and 0 percent on the adult level. There are presently 42 instructional programs in the state serving disadvantaged persons. These facts clearly indicate the need to place high priority on developing programs to serve disadvantaged persons in 1972.

B. Specific Activities Planned.

With the funds allocated for this purpose under Part B and 102(b), it is planned to continue to provide services through the 40 programs funded in 1971 (See Table 2, Part III) and to expand 6 ongoing programs in distribution and marketing, health occupations, and home economics as indicated in Table 2, Part III. In addition, it is planned to start 27 new programs--2 in distribution and marketing, 3 in home economics, 14 in office education, and 8 in trades and industry. The breakdown as to level is as follows: (1) Continuing programs--secondary level, 33 programs; post-secondary level, 4 programs; adult level, 3 programs. (2) Expanded programs--secondary level, 4 programs; post-secondary, 0 programs; adult level, 1 program. (3) New programs--secondary level, 13 programs; post-secondary, 7 programs; adult level, 7 programs.

C. Outcomes Expected.

With the ongoing programs and the new programs we will be serving about 1,089 persons (secondary-884, post-secondary-130, adult-75) in 28 occupational categories in 1972. While this is a small beginning, the effort does make a substantial step toward our 1976 projection of serving over 1,500 disadvantaged persons.

2.12-5 Handicapped Persons.

A. The Need.

Table 2 of Part II shows that there are 29,000 handicapped persons in the state, most of whom are trainable and capable of becoming productive citizens. Section 5.5 of Part II indicates that less than 0.20 percent of those who are handicapped are enrolled presently in vocational education programs. There are presently only 6 instructional programs in the state serving handicapped persons. These facts clearly indicate the need to place high priority on developing programs to serve handicapped persons in 1972.

B. Specific Activities Planned.

With funds allocated for this purpose, it is planned to continue to provide services through the six programs funded in 1971 (See Table 2, Part III) and to expand two programs--1 in home economics and 1 in office education as indicated in Table 2, Part III. In addition, it is planned to start five new programs--1 in distribution and marketing and 4 in home economics (See Table 3, Part III).

C. Outcomes Expected.

With the ongoing programs and the new programs we will be serving over 350 handicapped persons in nine occupational categories in 1972. While this is a small beginning, the effort does make a beginning toward our 1976 projection of serving over 1,100 handicapped persons.

2.13 Geographic Areas to be Served.

Allocation of funds will be according to needs of persons living in areas which are designated as depressed, with high rates of unemployment of youth, with high rates of general unemployment, with high rates of school dropouts and those of greatest population density as described in 2.1 of the long-range program plan in Part II of the State Plan.

2.13-1 Economically Depressed and High Unemployment Areas.

High unemployment rates exist in Cascade and Silver Bow counties and in areas of high concentration of Indian population groups. Most of the major areas of the state are served by Community Action Programs. Special consideration will be given to providing vocational education programs for persons in these areas.

2.13-2 Areas of High Youth Unemployment and School Dropouts.

Since most of the state's population is located in seven counties, a greater total of youth unemployed and school dropouts exist in these areas. Youth unemployment and school dropout rates among minority race groups are several times higher than among the general population. Approximately 53 percent of the unemployed are individuals who have dropped out of school, with 16 percent of these having less than an 8th grade education. It is estimated that a major portion of this group will need basic education and prevocational training to bring them up to a level where they will be able to function adequately in an occupational training program. Special consideration will be given to providing vocational education programs for persons in these areas.

2.13-3 Areas of High Population Density.

There are no large areas of population density in the state. Only five cities have a population of over 20,000 persons. Post-secondary vocational-technical education centers are located in the above-mentioned five chief population centers and vocational-technical education activities exist in these areas.

2.14 Occupational Offerings.

Instructional program offerings were determined through data made available by the Montana Employment Security Commission; the Research, Planning, Development and Evaluation component of the Office of the Superintendent of Public Instruction; and other appropriate agencies regarding manpower needs and job opportunities pursuant to 1.0 of Part II of the State Plan.

2.15 Vocational Instruction Under Contract.

Vocational education will be generally conducted through established public school agencies. Instruction under contract will be carried out when it is deemed by the State Board that no existing public school agency can adequately and efficiently carry out the functions and objectives of the proposed project. Contracts between local school agencies and other agencies may be entered into pursuant to the conditions established in Part I of the State Plan.

The allocation of funds shown in Table I of this part for programs under contract with the State Board or local education agencies, will be used to carry out the above functions and objectives.

2.2 Vocational Guidance and Counseling Programs.

Allocation of funds will be made to train teachers in vocational guidance, and a significant portion of the allotted funds for this purpose will be used for inservice training, group guidance and for guidance and counseling services. Approximately ten percent of the funds allocated for vocational guidance and counseling programs will be used for prevocational (group guidance) activities. Other counseling and guidance services will be conducted according to needs and pursuant to Table I of this part. Because of the nature of the population groups served under the act, it becomes imperative that guidance and counseling play an important role to affect meaningful choices by all population groups regarding vocational programs suited to individual needs.

2.3 Construction of Designated Post-Secondary Vocational-Technical Education Centers.

2.31 Projects Planned.

Table 5

Construction Projects on Which Construction May Start in Coming Year

Name and Address County and Cong. District	Type of School 1/	Vocational Programs (Ag.,DE,etc.)	Level Programs 2/	Estimated Beginning Constr. Date	Estimated Completion Date	Total Cost of Project Eligible under 1968 Act	Bldg. Capacity 3/	Type of Construction 4/
Cascade County Great Falls High School, District A, 2nd Congressional District	T	Ag.,DE,T&I, Tech.,Health, Office, Home Ec (WE, Cons. and Hmkg.)	PS, A, D, H	April 1972	April 1974	$2,000,000	1,000	N
Missoula County, Missoula County High School District, 1st Congressional District	T	Forestry, Heavy Equipment Operation and Maintenance	PS, A, D, H	July 1971	June 1972	$ 200,000	200	E

1/ Code:
SS - Specialized Secondary
T - Vocational-Technical Post-Secondary
HS - Regular or Comprehensive Secondary
JC - Junior or Community College
U - University or College
SPS - Secondary-Post-Secondary Combination
R - Residential Vocational Schools

2/ Code:
S - Secondary
PS - Post-Secondary
A - Adult
D - Disadvantaged
H - Handicapped

4/ Code:
A - Acquisition of Buildings
E - Expansion, Alteration or Remodeling
N - New Construction

3/ Vocational student capacity at any one time.

2.32 Need for Construction of Post-Secondary Vocational-Technical Education Centers.

Five post-secondary vocational-technical education centers have been designated to be located in the five largest population centers of the state. Three center facilities have been constructed and are filled to capacity. Plans are to enlarge these facilities to meet the needs of rapidly increasing enrollments. The two largest population centers have not yet constructed facilities, but plans are to construct facilities in these two communities to accommodate the needs for post-secondary education as soon as is practicable. During fiscal year 1972, post-secondary programs will be conducted in rented facilities by these two schools. Allocation of funds in Table I are for construction of building facilities at one of the schools to begin April 1972.

2.4 Ancillary Services and Activities.

Funds for ancillary services and activities which are related to cooperative vocational education programs will be allocated to assure qualified coordinating, supervisory and administrative personnel.

The $65,016 estimated allocation of funds during fiscal year 1972, shown in Part C of Table 1 of this part, will continue to be utilized for ancillary costs concerning administration, supervision, evaluation, teacher education, research, demonstration and curriculum development of cooperative vocational education programs. State level administration and supervision will be provided by the Development of Vocational and Occupational Skills staff of the Office of the Superintendent of Public Instruction. (See 2.41 of Appendix I.)

All approved cooperative vocational education programs will be evaluated continually by administrative and supervisory staff of the Development of Vocational and Occupational Skills component, as well as by local educational agencies and employers cooperatively conducting such programs. Evaluative and follow-up information regarding the success of such programs and students in preparation for employment will be collected and disseminated through the Research, Planning, Development and Evaluation component under the direction of the State Director and the State Superintendent of Public Instruction. Such information will be used for reporting purposes and to determine methods for improvement of techniques, instructional methods and activities regarding programs and services. Evaluation of student progress and compatibility of employment regarding certain employers and job situations will be made in order to assure proper placement of persons in jobs in which they can succeed. Evaluation regarding teacher training for this method of training will also be made to determine the extent to which teachers are being prepared to instruct students by the cooperative education method. Further evaluation will be made to determine the degree of employer acceptance regarding cooperative education programs as well as employer acceptance of graduates from such programs.

Preservice and inservice education for teacher candidates and teachers of vocational education will be provided to acquaint such persons with the cooperative education method of training. Special courses are planned to prepare cooperative education teachers to become qualified coordinators of such programs. Cooperative vocational teacher education will be provided through the two universities and one college of the state which are approved to prepare vocational education teachers. All vocational education teachers in the service areas of agriculture, business, distribution and marketing, health occupations, wage earning home economics, technical and trade and industrial education will receive orientation in the cooperative method. Table IIa of the EPDA supplement to the State Plan indicates approximately 1,000 persons will be enrolled in vocational teacher education during the school year 1972-73. Teachers pursuing cooperative vocational education special courses are included in all service areas. The three schools of the university system will conduct courses, workshops and conferences.

Staff in the Development of Vocational and Occupational Skills component will direct activities regarding workshops, demonstration units and research, as well as the development of curricula and teaching materials when practical.

2.41 Administration and Supervision.

Because of the far reaching impact that must be made and the responsibility for affecting vocational education to all population groups at all levels, it becomes imperative to involve more personnel and staff. Effective planning and implementing of vocational education program activities and services will require additional staff. The State Superintendent of Public Instruction will continue to employ additional staff to enable proper planning and implementation of the State Plan. (See 2.41 of Appendix I.)

2.41-1 Part B.

Funds reported in Table I for the administration and supervision will continue to provide leadership and planning for more and better vocational-technical programs. The Development of Vocational and Occupational Skills component is being fully staffed in order to accomplish this task. It will hire staff in the special needs area to provide leadership and coordination of projects for the disadvantaged and handicapped, coordinate research and training activities, administer exemplary programs and projects, administer the work-study program, administer staff development, coordinate curriculum development effort and coordinate the program of vocational guidance. This staff will be responsible for overall planning and program development. (See 2.41 of Appendix I.)

The guidance staff has developed a vocational directory for use of counselors. All vocational programs and schools are included.

Administrative services will provide management of fiscal affairs and supervision of property control and construction.

Administrative services is currently writing a plan for vocational education for Montana from K through 14.

2.41-2 Part F. Consumer and Homemaking Programs.

Funds reported in Table I for administration and supervision of consumer and homemaking programs will continue to provide leadership and planning for more and better programs in consumer and homemaking education. There are 110 programs planned in consumer and homemaking for serving youth, with 8 programs for serving adults. Thirty programs are serving youth in economically depressed areas and 8 are planned to serve adults in economically depressed areas. Five schools have added staff to accommodate enrollment of boys into consumer and homemaking courses. The increased number of women in the labor force justifies additional programs in consumer and homemaking education at all levels where women need to prepare for the dual role of wage earner/homemaker. Montana is also providing home economics through non-funded programs to junior high school students in 21 departments involving 50 teachers serving 4,584 students. At the elementary level grades 7 and 8, 11 departments with 12 teachers serve 1,105 students. (See 2.41 of Appendix I.)

2.41-3 Part G.

Funds allocated for Part G purposes in Table I will be used for cooperative programs. The intent of this program will be to provide training for students who would not otherwise have access to such training and who are potential dropouts from secondary programs. Efforts will be made to provide cooperative programs in geographically isolated schools not currently offering vocational education in order to provide vocational education through the cooperative method.

2.42 Evaluation.

Evaluation and follow-up activities will be performed annually and also on a two and one-half year period and a four and one-half year period. Other evaluation and follow-up studies will be made as the State Superintendent of Public Instruction deems necessary. An extensive state evaluation retrieval and disseminating system has been implemented and will be conducted by the Research, Planning, Development and Evaluation component in cooperation with the state staff of the Development of Vocational and Occupational Skills component.

2.42-1 Part B.

Follow-up activities are initiated for every vocational-technical program in Montana. This provides accountability for validity of programs and readiness of students for job entry or entry to higher and more specialized training. The Entry/Exit/Follow-up survey identifies disadvantaged and handicapped persons, tallies the number of dropouts and validates job entry and success in employment. Follow-up is made at six months, two and one-half years and four and one-half years after exit or graduation.

2.42-2 Part F.

Specific areas of evaluation shall include secondary programs, post-secondary programs, adult programs, programs for the disadvantaged and handicapped, consumer and homemaking programs, cooperative programs, exemplary programs, work-study programs and curriculum development projects.

2.42-3 Part G.

Evaluation of cooperative programs will be made to determine validity of the learning experience. Follow-up of students will determine if they were slotted into full-time employment in work for which they trained. Coordinators of cooperative programs will have released time in order to supervise trainees and coordinate classroom and work station experiences. In geographically isolated areas where work stations are not available, model cooperative programs will be tried and evaluated as to validity of experience and successful placement.

2.43 Teacher Training.

Teacher training will be conducted at the various units of the Montana University System. Allotments of funds are designed to meet the needs for vocational education teacher training.

The major amount of financial support for teacher training for vocational education will be provided by the teacher training institution. The program will provide teacher training for 797 students. The students will be enrolled in the following service areas:

Instructional Program	Number of Students
Agriculture	81
Distributive	51
Home Economics	399
Office	171
Technical	43
Trades and Industry	52
Total	797

2.43-1 Part B.

Part B funds allocated in Table 1, Part III will be directed toward meeting the needs and objectives as specified in Part II--preparation of teachers for occupational program priorities (trades and industry, distributive education, exploratory cooperative, off-farm agriculture and occupational home economics). Upgrading existing teachers to more effectively work with disadvantaged and handicapped youth will be done through preservice and inservice curriculums and workshops. Studies are being jointly conducted by the Development of Vocational and Occupational Skills component of the Office of the Superintendent of Public Instruction; Northern Montana College; Montana State University; and Western Montana College to plan and provide a meaningful and workable relationship between vocational education and industrial arts education.

2.43-2 Part F.

Funds allocated for Part F purposes in Table I will be used to provide inservice training through workshops at the public colleges and universities approved by the State Board and may be conducted on graduate and undergraduate levels for college credit or certification purposes.

Telephone conferences are being initiated in addition to personal supervision of cadet teachers at one teacher training institution in Montana.

Indian women are brought in to assist with planning and spend a day with student teachers.

Supervisory staff work with colleges and universities in review of overall vocational programs in consumer and homemaking and specifically with wage earning programs. They work closely with student teachers in integrating FHA into the total consumer and homemaking as well as wage earning home economics. FHA members work with teachers as aides, doing work towards their senior degree in future homemakers.

The duties and qualifications of teacher trainers in consumer and homemaking education will be consistent with Part I, Section 1.33-1 of the State Plan. Provisions will be made for the inclusion of consumer and homemaking education in preservice and/or inservice activities and will be consistent with Part I, Section 1.41-1 and 1.42-1 of the State Plan.

Preservice and inservice training will be designed to prepare teachers to work with persons from or in economically depressed areas, areas with high rates of unemployment, disadvantaged youth, adults and handicapped persons. Special methods courses for teachers in wage earning courses related to home economics and a summer work experience program is being planned for student teachers. Special emphasis on the world of work is being incorporated in units of teacher training.

2.43-3 Part G.

Teacher training for the coordinators of these programs necessitates providing knowledge and skills in many areas including establishment and supervision of work-training curriculum design, group dynamics, skills in working with other teachers and administrators as well as being perceptive to the individual needs of these youth. It necessitates the promulgation of changing the school's approach of having each student conform to a preconceived structure, to restructuring the curriculum to where the student can achieve at his level or capacity.

In order for coordinators to achieve this degree of proficiency in all these areas, a planned sequence of inservice training is a must. Inservice training will also be offered to academic teachers and administrators who plan to implement programs. Unless these teachers and administrators are included, the effectiveness of the coordinator is proportionately reduced and the trend toward getting rid of these students as soon as possible will continue.

2.44 Research and Demonstration Projects.

Research and demonstration projects include follow-up and evaluation, survey on the success of vocational education graduates, survey on long-range success of graduates, retraining needs, success of consumer and homemaking education, inservice demonstration and training related to job opportunities.

2.44-1 Part B.

Since no funds were allocated for this purpose for fiscal year 1972, no administrative costs are included in the State Plan, Part III.

2.44-2 Part C.

The purpose of the research will be that of designing and implementing strategies for collecting and organizing information and data to be used by the vocational education program function for reporting, planning, implementing and conducting vocational education programs.

2.44-21 Research Coordination Units.

To achieve the purpose described in Part 2.44-2, Part C, the Research, Planning, Development and Evaluation component will:

Phase I - (March 15, 1971 to March 14, 1972) research, develop and implement strategies for the study of:

a. Population characteristics of the state.

b. Manpower needs and job opportunities for the development of curricula based on job analyses.

c. Status of professional development and the status of development of certification based on performance criteria.

d. Educational dropouts at all levels.

e. Adult and continuing vocational education needs.

f. Employment status of graduates of post-secondary vocational-technical centers.

g. Status of vocational education in Montana community colleges.

h. Status of student placement by educational agencies.

i. Status of consumer and homemaking programs.

Phase II - (July 1, 1972 to June 30, 1974) Implement all strategies in Phase I, such that information may be developed and used in reporting, as well as in planning, implementing and conducting vocational education programs.

2.44-22 Grants and Contracts.

Since no funds were allocated for this purpose for fiscal year 1972, no grants or contracts are included in the State Plan, Part III.

2.44-3 Part F.

Since no funds were allocated for this purpose for fiscal year 1972, justification is not applicable.

2.44-4 Part G.

Since no funds were allocated for this purpose for fiscal year 1972, justification is not applicable.

2.45 Curriculum Development.

Projects to be undertaken include curriculum development for all areas of vocational education with special emphasis on courses for the disadvantaged, handicapped, school dropouts, consumer and homemaking and for new and emerging occupations.

The Development of Vocational and Occupational Skills component is planning with teacher training institutions inservice summer programs on curriculums. Each service is working with university and college personnel in their respective areas to plan curriculums.

A task force appointed by the Superintendent of Public Instruction is writing a plan for vocational education for Montana. This plan will be a total plan from K-14 and, in this plan, curriculums are a part.

2.45-1 Part B.

Since no funds were allocated for this purpose for fiscal year 1972, no operation costs are included.

2.45-2 Part F.

Ancillary funds will be used to develop curriculum in consumer and homemaking. The specific project being developed is a curriculum guide for Indians. Funds were not allocated in Part F for this purpose.

2.45-3 Part G.

Ancillary funds will be used in developing a cooperative vocational curriculum guide for 1972. Funds were not allocated in Part G for this purpose.

3.0 Exemplary Programs and Projects.

A. The Need.

The objectives in section 5.62 of Part II show 5 exemplary projects in 1970-71 school year serving 709 students. This permitted involvement of 330 students from grades 7 and 8. This was the first time these students were exposed to occupational information and given an opportunity to have a hands-on experience. Field trips provided a means to observe industry and see varied types of employment opportunity. Some students were bussed in from a small school with no facilities to provide vocational experiences. These students received occupational information and hands-on experiences in the larger school. The interest in and desire of schools to plan innovative programs indicates our goal of 10 programs involving 1,500 students is a realistic goal.

B. Specific Activities Planned.

With funds allocated for this purpose, it is planned to provide services through at least 5 projects and reach at least 900 students in 1972. Programs will be innovative and create new approaches to meet the needs of all students. Special attention will be given to the vocational needs of non-college bound high school students, potential dropouts and handicapped youth. The programs will attempt to influence the entire school curriculum in order to afford opportunity to all students.

C. Outcomes Expected.

The exemplary programs will phase into and become regular programs. It is expected these innovative programs will pilot the way for other programs to follow. The vocational programs will broaden the occupational aspirations of youth and bring an awareness of careers. This will provide the foundation for making a wise choice in a chosen career.

4.0 Residential Schools. (Part E of the Act)

4.1 Planning.

Effective planning shall be done cooperatively with all agencies concerned with persons eligible to attend residential vocational education schools in determining needs and to establish priorities. Studies will be made to determine population groups to be served, geographic locations and agencies which can best meet the vocational education objectives of the act and the State Plan and the needs of such persons to be served.

4.2 Construction.

No residential school construction is being planned for fiscal year 1972.

4.3 Operation.

Since no funds were allocated for this purpose for fiscal year 1972, no operation costs are included in the State Plan, Part III.

5.0 Consumer and Homemaking Programs. (Part F of the Act)

A. The Need.

Table 2 of Part II shows that there are 19,650 women currently employed in the state. Table 3 of Part II indicates that there are 7,750 persons currently enrolled in consumer and homemaking education. Considering the state census figures indicate there are 73,355 women of employable or retraining age, the current statistics for training indicate a need for priority to be given to expanding present offerings and developing new programs. (Refer to Indians Curriculum Development.)

B. Specific Activities Planned.

With funds allocated for this purpose, it is planned to continue to provide services through the 106 programs funded in 1971 (See Table 2, Part III) and to expand 29 ongoing programs in home economics as indicated in Table 2, Part III. In addition, it is planned to start 10 new programs to serve men and women interested in consumer and homemaking programs. At least one-third of the federal funds made available under this section will be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

C. Outcomes Expected.

With the ongoing programs and the new programs, we will be serving over 7,000 persons in 1972. This figure reflects a substantial effort toward achieving our 1976 projection of serving over 9,200 persons.

6.0 Cooperative Vocational Education Programs. (Part G of the Act)

A. The Need.

The need for vocational cooperative programs in Montana centers around relevancy in relationships to the world of work. Programs are designed to relate the occupational on-the-job training the student receives to related classroom instruction.

This program serves to meet the needs of the students in communities with large enough business communities to support such a program. In smaller communities with limited classroom facilities, the on-the-job experience gives the students practical experience on equipment not available to them at the high school.

Section 5.65 of Part II of this plan shows that there will be approximately 24 secondary and 8 post-secondary cooperative programs in the state during school year 1972 with approximately 160 employers participating. Approximately three (3) percent of all secondary and four (4) percent of all post-secondary vocational education students will be enrolled in cooperative vocational education programs in 1972. The reaching of such a small percentage indicates an acute need for more of this type of program.

B. Specific Activities.

Plans are in progress to continue with cooperative institutes with two institutes to be held this summer at separate campuses. Guidance personnel have been involved and will continue to be included. Staff from the Development of Vocational and Occupational Skills component will continue to visit administrators in local school districts to assist with developing more cooperative education.

C. Outcomes Expected.

The 17 programs funded in 1971 will continue with new programs to be added to provide at least 36 programs in 1972. With the interest in and the potential this type of training provides, our goal of 59 programs in 1976 will be achieved.

7.0 Work-Study Programs. (Part H of the Act)

7.1 Student Compensation.

Allocation of funds for compensation of vocational education students enrolled in work-study programs will be in terms of the needs of secondary and post-secondary students for such financial assistance according to the provisions of Part H of the act. Special consideration for funding will be given for programs in areas of high youth unemployment and school dropouts. Special priority will be given to those students located in Model Cities and the economically depressed areas of the state. Approximately 70% of the student compensation funds will be spent in support of qualified students in the high unemployment areas and 30% in support of the qualified students in areas with a high dropout rate.

7.2 Plan Development and Administration.

The State Board shall allocate funds for planning and conducting, under this part, the administrative functions necessary to provide the needed services to qualified students who could not otherwise participate in vocational education programs. The ancillary funds of Part H will be used to pay the salary and other staff costs for a part-time assignment of one of the present state staff to administer and supervise the activities of this part.

Section 75-4245, R.C.M., 1947, as amended. Duties of superintendent of public instruction. The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress mentioned in section 75-4241 and of all laws of the state of Montana relating thereto. By and with the advice and consent of the state board of education he shall employ such assistants as may be necessary properly to carry out the provisions of the said acts of Congress and of such laws of the state of Montana as may relate thereto. He shall put into effect such rules and regulations as the state board of education may adopt and promulgate for the promotion of vocational education, and shall prepare and submit such reports of the condition of vocational education in the state of Montana as the state board of education may require. The superintendent of public instruction shall be the custodian of all records of the state board of education which pertain to vocational education and shall keep all such records in his office in the capitol of the state.

Section 75-4241, R.C.M., 1947, as amended. Acceptance of acts of Congress for promotion of vocational education. The state of Montana hereby reaffirms the acceptance of and assents to the terms and provisions of the act of Congress entitled "The Vocational Education Act of 1963" and the "Vocational Education Amendments of 1968," and further hereby accepts and assents to the terms and provisions of all acts of the Congress amendatory of the act foregoing, and to the terms and provisions of all other acts of Congress which provide funds for the benefit of vocational education in Montana.

Section 75-4242, R.C.M., 1947, as amended. Rules and regulations to be adopted by the state board of education. The state board of education shall have authority to adopt all necessary rules and regulations governing the establishment, conduct and administration of vocational courses, including the power to fix the qualifications of instructors and the course of study to be followed. But such rules and regulations adopted and all courses of study prescribed in accordance shall conform to the requirements of the federal board of vocational education.

Section 75-4247, R.C.M., 1947, as amended. State treasurer as custodian of moneys. The treasurer of the state of Montana is hereby designated as the custodian of all funds for vocational education. At the direction of the state board of education he shall disburse all moneys appropriated from time to time by the legislative assembly of the state for purposes of vocational education, and all moneys received by the state of Montana for vocational education from the federal government. With the state treasurer shall be deposited all funds received from any source for the establishment, support, maintenance or furtherance of vocational education in the state.

Section 75-4309, R.C.M., 1947, as amended. Post-secondary vocational-technical education program. This act will enable the development of a system of post-secondary vocational-technical education, adaptable to changing needs--controlled to prevent unnecessary duplication--and funded to insure growth and quality programming. It will place program and program budget approval under the state board for vocational education and will stabilize expansion by leaving center designation by the state board dependent upon legislative direction.

Section 75-4313, R.C.M., 1947, as amended. Local administration--state board sole authority for program and budget approval. The local administration of all post-secondary vocational-technical education programs shall remain with the appropriate board of trustees or regents, but the state board shall retain sole authority for program and budget approval and shall develop and publish criteria for approval.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by the said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board. The total of the approved budgets submitted by the post-secondary vocational-technical education centers together with the budget for the administration of the act by the state board shall constitute the total maximum approved budget which shall be financed as follows:...

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 75-4319, R.C.M., 1947, as amended. Treasurer custodian of program's funds -- disbursement -- deposit. The treasurer of the state of Montana is hereby designated as the custodian of all federal or state funds designated, appropriated or apportioned for post-secondary vocational-technical education. At the direction of the state board for vocational education he shall disburse all moneys as appropriated. All funds received from any federal or state source for the establishment, support, maintenance or furtherance of post-secondary vocational education in the state shall be deposited with the state treasurer.

Section 75-4320, R.C.M., 1947, as amended. Act controlling over conflicting provisions. Any school district, county high school or other institution and/or their governing boards which receives designation by the state board, upon direction by the legislature, as a post-secondary vocational-technical education center shall be governed exclusively by the provisions of the act with regard to the conduct of all post-secondary vocational-technical education programs. This act shall be authoriative in any circumstance in which it would appear to conflict with the provisions of any other chapter of the Revised Codes of Montana.

Section 75-4246, R.C.M., 1947, as amended. Apportionment of funds for vocational education. The state board for vocational education shall apportion all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation, and the said state board shall apportion all money received by the state of Montana for vocational education from the federal government under the acts of Congress mentioned in section 75-4241 in accordance with the requirements of said acts.

Section 75-101, R.C.M., 1947, as amended. Membership. The state board of education shall consist of eleven members of which number the governor, state superintendent of public instruction, and attorney general shall be ex officio members.

Section 75-102, R.C.M., 1947, as amended. Appointive members--term of office--vacancies. The governor shall appoint, by and with the advice and consent of the senate, the remaining eight (8) members of the board. Such appointments shall be made in the following manner: The appointees shall be equally divided between the first and second congressional districts of the state of Montana and shall be so selected that not more than four (4) of such members are affiliated with the same political party or organization. Upon the expiration of the term of any present member of the board, appointment shall be made in such manner as to carry into effect the foregoing provisions of this act.

The term of office of the appointive members of the board shall be eight (8) years and until their successors are appointed and qualified. Any appointment to fill a vacancy occurring before the expiration of the term of an incumbent shall be for the remainder of such term only. All appointments to fill vacancies shall be so made as to retain the then existing representation on the board as between congressional districts and political parties or organizations.

This amendment shall not affect the term of office of any present appointive member of the board, but all such members shall serve out their existing terms in the same way as though this act had not been passed.

All members hereafter appointed to said board shall be appointed for terms of eight (8) years, and said appointments shall be so arranged that the term of office of one (1) member shall expire each year; provided, however, that in order to carry out this requirement it shall be lawful upon the expiration of the term of office of existing members of the board to make appointment for shorter terms than eight (8) years, and provided, further, that all future appointments of members of the board shall be subject to adjustment in length of term to conform to any change made by law in the number of members of the board.

Section 75-4245, R.C.M., 1947, as amended. Duties of superintendent of public instruction. The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress mentioned in section 75-4241 and of all laws of the state of Montana relating thereto. By and with the advice and consent of the state board of education he shall employ such assistants as may be necessary properly to carry out the provisions of the said acts of Congress and of such laws of the state of Montana as may relate thereto. He shall put into effect such rules and regulations as the state board of education may adopt and promulgate for the promotion of vocational education, and shall prepare and submit such reports of the condition of vocational education in the state of Montana as the state board of education may require. The superintendent of public instruction shall be the custodian of all records of the state board of education which pertain to vocational education and shall keep all such records in his office in the capitol of the state.

Section 75-1301, R.C.M., 1947, as amended. Election, qualification, oath. There shall be chosen by the qualified electors of the state, at the time and place of voting for members of the legislature, a superintendent of public instruction, who shall have attained the age of thirty years at the time of his election, and shall have resided within the state two years next preceding his election, and is the holder of a state certificate of the highest grade, issued in some state, and recognized by the state board of education, or is a graduate of some university, college, or normal school recognized by the state board of education as of equal rank with a unit of the university of Montana. He shall hold his office at the seat of government for the term of four years from the first Monday in January following his election, and until his successor is elected and qualified. Before entering upon his duties, he shall take the oath of a civil officer.

Section 75-4245, R.C.M., 1947, as amended. Duties of superintendent of public instruction. The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress mentioned in section 75-4241 and of all laws of the state of Montana relating thereto. By and with the advice and consent of the state board of education he shall employ such assistants as may be necessary properly to carry out the provisions of the said acts of Congress and of such laws of the state of Montana as may relate thereto. He shall put into effect such rules and regulations as the state board of education may adopt and promulgate for the promotion of vocational education, and shall prepare and submit such reports of the condition of vocational education in the state of Montana as the state board of education may require. The superintendent of public instruction shall be the custodian of all records of the state board of education which pertain to vocational education and shall keep all such records in his office in the capitol of the state.

Section 75-4312, R.C.M., 1947, as amended. Centers to be designated only upon direction of legislature--applications for designation--legislative designation of certain centers.

(2) Applications are to be presented to the state superintendent of public instruction acting in his capacity as secretary of the state board for vocational education. The state superintendent shall review the application and present it to the state board along with his recommendations. The state board shall then examine the application and recommendation of the state superintendent and either adopt the recommendation of the superintendent or draft its own recommendation. The application, together with all recommendations shall be presented to the legislature by the state board at the next following legislative session...

Section 75-1303, R.C.M., 1947, as amended. Official staff. The superintendent of public instruction shall have the power to appoint one or more assistant superintendents one of whom may be designated as assistant superintendent for vocational education...

For the purposes of organization of the staff and administration of the duties and services of the superintendent of public instruction, there is hereby created under the office of the superintendent of public instruction a department of public instruction, of which department the superintendent of public instruction shall be the executive and administrative head.

Section 75-1637, R.C.M., 1947, as amended. Letting contracts and furnishing supplies, trustees not to be interested in--advertising for bids required, when. It shall be unlawful for any school trustee to have any pecuniary interest, either directly or indirectly, in the erection of any schoolhouses, or for warming, ventilating, furnishing, or repairing the same, or be in any manner connected with the furnishing of supplies for the maintenance of the schools, or to receive or to accept any compensation or reward for services rendered as trustees, except as hereinbefore provided. No board of trustees shall let any contract for building, furnishing, repairing, or other work, for the benefit of the district, without first advertising in a newspaper published in the county for at least two (2) weeks, calling for bids to perform such work, except:

(a) A board of trustees of third class districts maintaining one (1) or two (2) room elementary schools, may contract, without advertising and without bids, where the amount involved is not more than eight hundred dollars ($800);

(b) A board of trustees of third class school districts, other than those mentioned in subparagraph (a) may contract, without advertising and without bids, where the amount involved is not more than fifteen hundred dollars ($1,500);

(c) A board of trustees of district of the first and second class, may contract without advertising and without bids where the amount involved is not more than two thousand five hundred dollars ($2,500);

In all cases where advertising is required, the board shall award the contract to the lowest responsible bidder; provided, however, that the board of school trustees shall have the right to reject any and all bids.

Section 66-114, R.C.M., 1947, as amended. Plans for public buildings to have seal and signature of architect--insurance coverage. All architectural plans and specifications for public buildings of the state of Montana, or any agency thereof, or of any county, city, or school district of the state, shall bear the seal and signature of the architect responsible therefor.

All architects shall have an adequate errors and omissions insurance policy when performing any supervisory acts relating to the construction of any public buildings, works or improvements of the state of Montana or any agency thereof, or of any county, city or school district of the state and such insurance shall be in force for three (3) years after the completion of the public buildings, works, or improvements.

Section 66-115, R.C.M., 1947, as amended. Time schedule for payments to architects. All compensation payable to architects for planning or construction of public buildings of the state of Montana, or any agency thereof, or of any county, city or school district in the state may be distributed and paid in accordance with the following schedule, to wit:

20% upon completion of studies and preliminary drawings
55% upon completion of working drawings and specifications
15% during construction, based on contract payment
10% when construction has been completed and accepted by the owner or the duly authorized agent of such owner.

Section 75-4310, R.C.M., 1947, as amended. Definitions.

(4) "Construction." The term "construction" includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading, improvement, architectural fees, and purchase of initial equipment.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board. The total of the approved budgets submitted by the post-secondary vocational-technical education centers together with the budget for the administration of the act by the state board shall constitute the total maximum approved budget which shall be financed as follows: ...

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 75-1632, R.C.M., 1947, as amended. Duties of trustees. Every school board unless otherwise specially provided by law shall have power and it shall be its duty:

8. To purchase, acquire, sell and dispose of plots or parcels of land to be used as sites for schoolhouses, school dormitories and other school buildings, and for other purposes in connection with the schools in the district; to build, purchase or otherwise acquire schoolhouses, school dormitories and other buildings necessary in the operation of schools of the district, and to sell and dispose of the same; provided, that they shall not build or remove schoolhouses or dormitories, nor purchase, sell or locate school sites unless directed so to do by a majority of the electors of the district voting at an election held in the district for that purpose, and such election shall be conducted and votes canvassed in the same manner as at the annual election of school officers, and notice thereof shall be given by the clerk by posting three (3) notices in three (3) public places in the district at least ten (10) days prior to such election, which notices shall specify the time, place, and purpose of such election. Provided, further, that this subdivision shall not be so construed as to prevent the board of trustees from purchasing one (1) or more options for a school site.

Section 75-1636, R.C.M., 1947, as amended. Leasing of county lands for school purposes--limitation of term. Whenever any county of the state of Montana shall have acquired title to any real or personal property in any manner now provided by law and such property is suitable or useful for dormitory or gymnasium or school purposes to any public school located within the same city, town or school district where said property is situated, the board of county commissioners of said county may, upon request of the board of trustees of any such school district, lease said property to such school district for school dormitory or gymnasium purposes for such rental as the said board of county commissioners may deem adequate and for such term of years, not exceeding four years, as the board may see fit.

Section 75-4247, R.C.M., 1947, as amended. State treasurer as custodian of moneys. The treasurer of the state of Montana is hereby designated as the custodian of all funds for vocational education. At the direction of the state board of education he shall disburse all moneys appropriated from time to time by the legislative assembly of the state for purposes of vocational education, and all moneys received by the state of Montana for vocational education from the federal government. With the state treasurer shall be deposited all funds received from any source for the establishment, support, maintenance or furtherance of vocational education in the state.

Section 75-4538, R.C.M., 1947, as amended. Care and disbursement of moneys. The moneys apportioned to or received by any school district or county high school under the provisions of this act shall be held by the county treasurer of the county to the credit of the school district or county high school as its high school fund and separate and distinct from all other public moneys, and disbursements therefrom shall be made for high school purposes only by warrant as provided in sections 75-4531 and 75-4532.

Section 75-4319, R.C.M., 1947, as amended. Treasurer custodian of program's funds -- disbursement -- deposit. The treasurer of the state of Montana is hereby designated as the custodian of all federal or state funds designated, appropriated or apportioned for post-secondary vocational-technical education. At the direction of the state board for vocational education he shall disburse all moneys as appropriated. All funds received from any federal or state source for the establishment, support, maintenance or furtherance of post-secondary vocational education in the state shall be deposited with the state treasurer.

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 75-4246, R.C.M., 1947, as amended. Apportionment of funds for vocational education. The state board for vocational education shall apportion all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation, and the said state board shall apportion all money received by the state of Montana for vocational education from the federal government under the acts of Congress mentioned in section 75-4241 in accordance with the requirements of said acts.

Section 59-701, R.C.M., 1947, as amended. Fiscal year and financial reports. The fiscal year for state purposes commences on the first (1st) day of July of each year, and ends on the last day of June of each year. The fiscal year for county purposes commences on the first (1st) day of July of each year and ends on the last day of June of each year. At the close of each fiscal year the fiscal records of each state office, department, bureau, commission, institution, university unit, and agency (hereinafter collectively referred to as state agency) shall be closed as of the end of the fiscal year. Each state agency shall prepare such financial statements and reconciliations for the fiscal year as the state controller may prescribe. These financial reports are to be completed and distributed not more than thirty-one (31) days following the close of each fiscal year. The state controller may extend this time limit if a state agency can show necessity therefor. The reports are to be distributed to the state controller and the legislative auditor and any other state agency the state controller may prescribe. It is the intent of this provision that these reports accurately and comprehensively present the financial activities of the reporting state agency so that the reports can be effectively utilized by the executive and legislative branches of state government. Upon consolidation of the reports, the annual financial report by the state controller will be available for other individuals and organizations interested in the financial affairs of the state of Montana.

Section 59-701.1, R.C.M., 1947, as amended. Reappropriation and re-encumberance of purchase orders encumbered at end of each fiscal year. Accounting control of all purchase orders issued by the state controller which are encumbered at the end of each fiscal year in the state controller's accounts, because of incompletion of the contract, shall be reappropriated and re-encumbered in the succeeding fiscal year.

Section 59-701.2, R.C.M., 1947, as amended. Claims not paid by time fiscal reports closed out are carried over. Any just claims not paid within the fiscal year shall become payable from the succeeding year's appropriation, providing, however, that such claims shall not exceed the appropriation made for the preceding biennium.

Section 82-1906, R.C.M., 1947, as amended. Contracts for printing and supplies. The state purchasing agent shall have exclusive power to contract for all printing and to purchase, sell, or otherwise dispose of, or to authorize, regulate and control the purchase, sale or other disposition of, all materials and supplies, service, equipment, and other physical property of every kind, required by any state institution or by any department of the state government; and to purchase or cause to be purchased all needed commissary supplies, and all raw material and tools necessary for any manufacturing carried on at any of said institutions; and to sell all manufactured articles, and collect the money for the same, and generally to regulate and control all purchases by any department of the state government, or by any state institutions; and also to furnish, repair, and maintain the executive residence for the governor. The state purchasing agent shall remit to the state treasurer all moneys received from the sale of property belonging to the state of Montana, said moneys to be by the treasurer credited to the general fund.

Section 75-1721, R.C.M., 1947, as amended. Lapse of appropriations--provisions for late claims in next ensuing budget. All appropriations, other than appropriations for uncompleted improvements in progress of construction, shall lapse at the end of the school year; provided that appropriation accounts shall remain open for a period of twenty (20) days thereafter for the payment of claims incurred against such appropriations prior to the close of the school year and remaining unpaid. After such period shall have expired all appropriations, except as hereinbefore provided regarding uncompleted improvements, shall be null and void and any lawful claim presented thereafter against any such appropriation shall be provided for in the next ensuing budget.

Section 75-4526, R.C.M., 1947, as amended. Lapse of appropriations--provisions for unpaid claims. All appropriations, other than appropriations for uncompleted improvements in progress of construction, shall lapse at the end of the school year; provided that appropriation accounts shall remain open for a period of twenty (20) days thereafter for the payment of claims incurred against such appropriations prior to the close of the school year and remaining unpaid. After such period shall have expired all appropriations, except as hereinbefore provided regarding uncompleted improvements, shall be null and void and any lawful claim presented thereafter against any such appropriation shall be provided for in the next ensuing budget.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by the said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board...

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 79-2301, R.C.M., 1947, as amended. Title and purpose of act. This act may be cited as "The Legislative Audit Act." Because the legislative assembly is responsible for authorizing the expenditure of public moneys, designating the sources from which moneys may be collected, shaping the administration to perform the work of state government, and is held finally accountable for fiscal policy, the legislative assembly should also be responsible for the audit of fiscal accounts and records so that it may be assured that its directives have been faithfully carried out. It is the intent of this act that each agency of state government be audited for the purpose of furnishing the legislative assembly with factual information vital to the discharge of its legislative duties.

Section 79-2313, R.C.M., 1947, as amended. Audit charge against earmarked money.

(1) As used in this section

(a) "Earmarked money" means a fund, account or any other money other than general fund money, but excluding trust or agency money, that is earmarked for the support of a particular agency, program or service.

(b) "Audit charge" means the actual cost of the audit of a state agency by the legislative auditor as computed by the legislative auditor, but not more than seventy-five dollars ($75.00) per day.

(2) At the request of the legislative auditor, a state agency shall transfer to the general fund from earmarked moneys under its control an amount equal to the audit charge multiplied by the percentage that the annual expenditure of earmarked moneys is of the total annual expenditure of the state agency.

Section 82-1008, R.C.M., 1947, as amended. Examination of accounts of cities, towns and certain school districts, and fire districts. The state examiner in addition to the duties now imposed upon his office, shall have the power and authority and it shall be his duty, to make at least one (1) examination each year of the books and accounts of all incorporated cities and towns.

The state examiner shall have the power and authority, and it shall be his duty, to make at least one (1) examination during each fiscal year of the books and accounts of all school districts of the first and second class and of third class districts maintaining a high school, in like manner as is now required by law for the examination of the books and accounts of state and county officers.

For such examination a fee of seven dollars fifty cents ($7.50) per hour per man shall be charged and said fee must be paid by such district into the state treasury and the state treasurer shall accredit such payment to the special examiners' fund.

A copy of the examiner's report shall be filed with the county superintendent of schools, the state superintendent of public instruction, and the clerk of the school district, and any citizen of the state of Montana shall have the right to inspect, copy out and publish any of the facts therein contained.

The state examiner shall have the power and authority and it shall be his duty to make at least one (1) examination during each fiscal year of the books and accounts of all fire districts and volunteer fire departments created and existing in unincorporated areas, towns and villages supported by a mill levy.

For such examination a fee of seven dollars fifty cents ($7.50) per hour per man shall be charged and said fee shall be paid by the fire district or fire department into the state treasury and credited by the state treasurer to the earmarked revenue fund.

A copy of such audit shall be filed with the clerk and recorder of the county in which such fire district or fire department exists.

Section 75-3617, R.C.M., 1947, as amended. Application for approval as isolated schools--circumstances to be considered in acting upon application. Before any elementary school having an ANB of nine (9) or less may be approved as an isolated school, and before any high school having an ANB of twenty-four (24) or less may be approved as an isolated high school, the board of trustees of the district wherein said school is located shall, on or before the first day of May in each year, make written application to the budget board for such approval. Such application shall be acted upon on or before the fifteenth day of June, and such application shall be granted if said budget board shall find and determine that transportation of the pupils of such school to another school is impractical by reason of the existence of obstacles to travel, such as mountains, rivers, poor roads, distance of pupils' homes from county roads or highways, or the distance of such isolated school from the nearest open school having room and facilities for the pupils of such isolated school; and an elementary school may also be approved as an isolated school upon a finding and determination by said budget board, approved by the county superintendent of schools and by the state superintendent of public instruction of the existence of conditions other than obstacles to travel which would result in unusual hardship to the pupils of such isolated school if they were transported to another school, and if none of the above-mentioned circumstances exist, such application shall be denied.

Section 75-4310, R.C.M., 1947, as amended. Definitions. (1) The term "post-secondary vocational-technical education" means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with the state board for vocational education or local school districts and is conducted as part of a program designed to prepare individuals (not regularly enrolled in an elementary or secondary school program) for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling; instruction related to occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; travel of students and vocational education personnel while engaged in a training program; the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment; and the rental of necessary emergency facilities but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land. Post-secondary vocational-technical education shall include the 13th and/or 14th year of any segment thereof and beyond but will not include work toward a baccalaureate degree.

(2) A "post-secondary vocational-technical education student" is a person who has completed or left school, is at least 16 years of age, and is available for study in preparation for entering the labor market, for reentering the labor market, for employment stability or advancement in employment...

Section 75-4313, R.C.M., 1947, as amended. Local administration--state board sole authority for program and budget approval. The local administration of all post-secondary vocational-technical education programs shall remain with the appropriate board of trustees or regents, but the state board shall retain sole authority for program and budget approval and shall develop and publish criteria for approval.

Section 75-4246, R.C.M., as amended. Apportionment of funds for vocational education. The state board for vocational education shall apportion all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation, and the said state board shall apportion all money received by the state of Montana for vocational education from the federal government under the acts of Congress mentioned in section 75-4241 in accordance with the requirements of said acts.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by the said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board...

ORGANIZATION OF DEPARTMENT
ORGANIZATION CHART

Effective October 1, 1971

State of Montana

SUPERINTENDENT OF PUBLIC INSTRUCTION*

ASSISTANT | EXECUTIVE ASSISTANT

Information Services

ASSISTANT SUPERINTENDENT

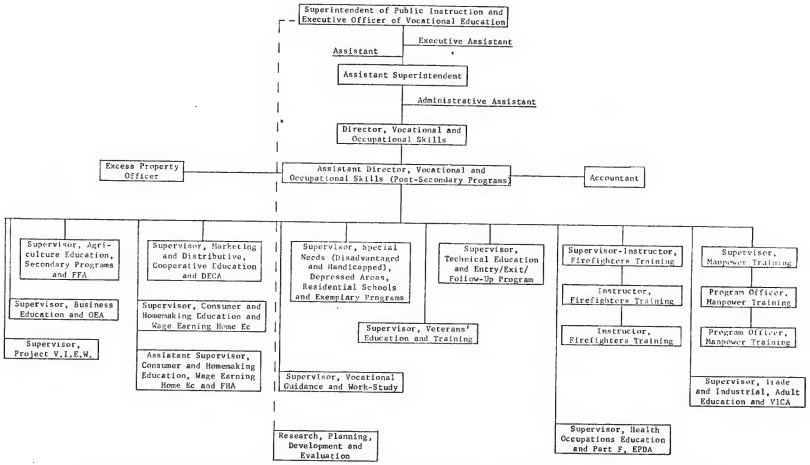
ASSISTANT SUPERINTENDENT

General Support for Schools	Financial Support for Schools	Internal Support Services	Research, Planning, Development and Evaluation	Vocational and Occupational Skills	Basic Skills
Data Processing Services	Audiovisual Library Educational Media ESEA Title II NDEA Title III School Food Services Surplus Property Textbook Registration	Federal Impact Aid Pupil Transportation State Aid Distribution	Accounting Budgeting Central Federal Files Employment Services ESEA Title V Federal Programs Accounting Purchasing and Inventory Staff Library Staff Services	Development Evaluation Planning Research Systems Analysis	Agriculture Education Business Education Firefighters Training Health Occupations Home Economics Education Manpower Training Marketing and Distributive Education Special Needs Technical Education Trade and Industrial Education Veterans' Education and Training Vocational Guidance	Adult Basic Education GED Testing Aviation Education Career Opportunities Drug Education Education of the Handicapped Education Professions Development Elementary Education English ESEA Title I ESEA Title III Follow Through Foreign Languages Guidance and Counseling Indian Education Mathematics Migrant Children Education Music Program Services Development Reading and Language Arts Science Secondary Education Special Education Teacher Education Certification Services Traffic and Safety Education

*Also Executive Officer of Vocational Education and Secretary of the Board of Education

ORGANIZATION CHART

Vocational and Occupational Skills*

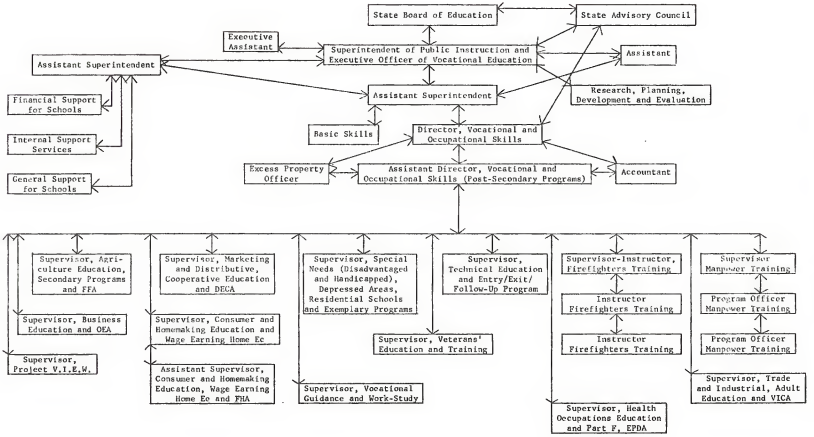

Superintendent of Public Instruction and Executive Officer of Vocational Education
Executive Assistant
Assistant
Assistant Superintendent
Administrative Assistant
Director, Vocational and Occupational Skills
Excess Property Officer
Assistant Director, Vocational and Occupational Skills (Post-Secondary Programs)
Accountant
Supervisor, Agriculture Education, Secondary Programs and FFA
Supervisor, Business Education and OEA
Supervisor, Project V.I.E.W.
Supervisor, Marketing and Distributive, Cooperative Education and DECA
Supervisor, Consumer and Homemaking Education and Wage Earning Home Ec
Assistant Supervisor, Consumer and Homemaking Education, Wage Earning Home Ec and FHA
Supervisor, Special Needs (Disadvantaged and Handicapped), Depressed Areas, Residential Schools and Exemplary Programs
Supervisor, Veterans' Education and Training
Supervisor, Vocational Guidance and Work-Study
Research, Planning, Development and Evaluation
Supervisor, Technical Education and Entry/Exit/Follow-Up Program
Supervisor-Instructor, Firefighters Training
Instructor, Firefighters Training
Instructor, Firefighters Training
Supervisor, Health Occupations Education and Part F, EPDA
Supervisor, Manpower Training
Program Officer, Manpower Training
Program Officer, Manpower Training
Supervisor, Trade and Industrial, Adult Education and VICA

— — — — Research, Planning, Development and Evaluation component is directly responsible to the State Superintendent of Public Instruction, through the Director of that component.

*Vocational and Occupational Skills component as appears under the Superintendent of Public Instruction.

FLOW CHART

Office of the Superintendent of Public Instruction


State Board of Education
State Advisory Council
Executive Assistant
Superintendent of Public Instruction and Executive Officer of Vocational Education
Assistant
Assistant Superintendent
Financial Support for Schools
Internal Support Services
General Support for Schools
Assistant Superintendent
Research, Planning, Development and Evaluation
Basic Skills
Director, Vocational and Occupational Skills
Excess Property Officer
Assistant Director, Vocational and Occupational Skills (Post-Secondary Programs)
Accountant
Supervisor, Agriculture Education, Secondary Programs and FFA
Supervisor, Business Education and OEA
Supervisor, Project V.I.E.W.
Supervisor, Marketing and Distributive, Cooperative Education and DECA
Supervisor, Consumer and Homemaking Education and Wage Earning Home Ec
Assistant Supervisor, Consumer and Homemaking Education, Wage Earning Home Ec and FHA
Supervisor, Special Needs (Disadvantaged and Handicapped), Depressed Areas, Residential Schools and Exemplary Programs
Supervisor, Veterans' Education and Training
Supervisor, Vocational Guidance and Work-Study
Supervisor, Technical Education and Entry/Exit/ Follow-Up Program
Supervisor-Instructor, Firefighters Training
Instructor Firefighters Training
Instructor Firefighters Training
Supervisor, Health Occupations Education and Part F, EPDA
Supervisor Manpower Training
Program Officer Manpower Training
Program Officer Manpower Training
Supervisor, Trade and Industrial, Adult Education and VICA

FLOW CHART
Office of the Superintendent of Public Instruction

DIRECTORY
Vocational and Occupational Skills and
Research, Planning, Development and Evaluation

Vocational and Occupational Skills

Director (Administration and Supervision) ..... Benjamin A. Ulmer

Assistant Director (Post-Secondary Programs) ..... Mike Bullock

Excess Property Officer ..... Larry Fritz

Accountant ..... Russell McDonald

Supervisor, Agriculture Education, Secondary Programs and FFA ..... Basil C. Ashcraft

Supervisor, Business Education and OEA ..... Miss Janet Hughes

Supervisor, Marketing and Distributive, Cooperative Education and DECA ..... James Bowman

Supervisor-Instructor, Firefighters Training ..... James Macklin

Instructor, Firefighters Training ..... Louis Smith

Instructor, Firefighters Training ..... John Horn

Supervisor, Health Occupations Education and Part F, Education Professions Development Act ..... Mrs. Barbara Crebo

Supervisor, Consumer and Homemaking Education and Wage Earning Home Economics ..... Miss Flora Martin

Assistant Supervisor, Consumer and Homemaking Education, Wage Earning Home Economics and FHA ..... Miss Betty Lou Hoffman

Supervisor, Manpower Training ..... Tom Ryan

Program Officer, Manpower Training ..... Val Matross

Program Officer, Manpower Training ..... Dale Bryson

Supervisor, Special Needs (Disadvantaged and Handicapped), Depressed Areas, Residential Schools and Exemplary Programs ..... Alan J. Anderson

Supervisor, Technical Education and Entry/Exit/ Follow-Up Program ..... Ralph Mikkelsen

Supervisor, Trade and Industrial Education, Adult Education and VICA ..... Kenneth J. Minnaert

Supervisor, Veterans' Education and Training ..... William C. Howard

Supervisor, Vocational Guidance and Work-Study ..... Delbert L. Gustin

Supervisor, V.I.E.W. (Vital Information for Education and Work) Program ..... Rita Brownlee

Research, Planning, Development and Evaluation

Director ..... Phillip A. Ward, Jr.

Evaluation Coordinator ..... Robert A. Lehman

Research Supervisor ..... Wilford R. Glasscock

Systems Analyst* ..... John Kimble

Instrument and Analysis Specialist ..... Raymond H. Bitney

Reporting Services Coordinator ..... Michael Pichette

*On educational leave until May, 1973

COOPERATIVE AGREEMENT
between the
Montana Employment Security Commission
and the
Office of the Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Employment Security Commission and the Office of the Superintendent of Public Instruction to bring about closer working relationships and to render more effective selected functions of each agency pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The State Board of Education, through its executive officer for vocational and technical education, agrees to:

a. Furnish information to the Montana Employment Security Commission regarding enrollment as well as vocational-technical training programs conducted at the various schools throughout the state.

b. Seek the services of counselors, specialists, consultants, and other resource personnel of the State Employment Service when this is deemed necessary and beneficial.

c. Disseminate information concerning job opportunities, job outlook projections and any other relevant employment information supplied by the State Employment Service beneficial to school administrators, supervisors, vocational counselors and teachers.

d. Encourage the wise use of job information supplied by the State Employment Service to school staff personnel and students enrolled in vocational-technical courses.

e. Assure that educational agencies supply the State Employment Service with information regarding the occupational qualifications of persons having completed or who are completing vocational education courses.

f. Perform, cooperatively with the State Employment Service, such other activities which will aid in job training and placement.

The Montana Employment Security Commission agrees to:

a. Supply job resource materials to administrators, supervisors, counselors and teachers of vocational-technical education.

COOPERATIVE AGREEMENT--contd.

b. Counsel prospective trainees in vocational preparatory programs upon request by school administrators.

c. Counsel prospective trainees in vocational part-time and extension programs and encourage them with their interests and training.

d. Disseminate information regarding training opportunities and schools which may be made available to prospective students of the state.

e. Carry out testing programs for applicants to reveal potentialities, aptitudes, interests and performance abilities, upon request by the school administrator.

f. Aid in the selection and referral of applicants to job openings.

g. Provide specialized service for handicapped, disadvantaged and unemployed youth.

h. Compile, analyze and disseminate labor market and employment orientation information for appropriate educational agencies and institutions.

i. Refer applicants to other appropriate agencies for services not provided by the State Employment Service.

j. Participate in state and community educational programs to promote full employment.

Joint consideration will be given to the results of periodic evaluations of manpower programs and services in light of information regarding current and projected manpower needs and job opportunities and to the relative vocational education needs of all population groups in all communities of Montana.

/s/ _____
State Superintendent of Public Instruction

_____
Date

/s/ _____
Chairman, Montana Employment Security Commission

_____
Date

COOPERATIVE AGREEMENT
between the
Montana Division of Vocational Rehabilitation
and the
Office of the Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Division of Vocational Rehabilitation and the Office of the Superintendent of Public Instruction to bring about closer working relationships in developing a comprehensive plan of vocational education for handicapped persons pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The State Board of Education, through its executive officer for vocational education, agrees to:

a. Work cooperatively and jointly with the Division of Vocational Rehabilitation in developing a comprehensive plan for the vocational education of handicapped persons.

b. Coordinate the activities of the Office of the Superintendent of Public Instruction with the Division of Vocational Rehabilitation in the development and administration of the State Plan to the extent that handicapped persons are affected.

c. Designate a member of its staff to serve as a liaison representative to the Division of Vocational Rehabilitation.

d. Refer promptly to the Division of Vocational Rehabilitation all information regarding special programs and schools conducting programs and services for handicapped persons.

e. Supply such supplementary data on handicapped persons relevant to vocational education opportunities and capabilities.

f. Provide, whenever possible, supervisory services in the training of handicapped persons.

g. Refer promptly to the Division of Vocational Rehabilitation such cases which are failing to respond to training to which they were committed and make recommendations for recycling of training.

h. Seek the services of counselors, specialists, consultants and other resource personnel of the Division of Vocational Rehabilitation when this is deemed necessary and beneficial.

COOPERATIVE AGREEMENT--contd.

i. Perform cooperatively with the Division of Vocational Rehabilitation such other activities which will aid in training handicapped persons for employment.

The Montana Division of Vocational Rehabilitation agrees to:

a. Work cooperatively and jointly with the Office of the Superintendent of Public Instruction in developing a comprehensive plan for vocational education of handicapped persons.

b. Coordinate the activities of the Division of Vocational Rehabilitation with the Office of the Superintendent of Public Instruction to assist in the development and administration of the State Plan to the extent that handicapped persons are affected.

c. Designate a member of its staff to serve as a liaison representative to the Office of the Superintendent of Public Instruction.

d. Refer promptly to the Office of the Superintendent of Public Instruction all information regarding cases which may be recommended for special training.

e. Supply such supplementary data on handicapped persons relevant to vocational education.

f. Assist, whenever possible, in the supervision of training of handicapped persons.

g. Supply, whenever possible, resource materials as well as counseling and consultant services to the training of handicapped persons.

h. Disseminate information regarding training opportunities and schools which may be made available to handicapped persons.

i. Carry out testing programs for applicants to reveal potentialities, aptitudes, abilities and interests upon request of the school administrator.

j. Aid in the selection and referral of applicants to possible vocational education opportunities.

k. Perform, cooperatively with the Office of the Superintendent of Public Instruction, such other activities which will aid in training handicapped persons.

COOPERATIVE AGREEMENT--contd.

Joint consideration will be given to the results of periodic evaluations of programs and services for handicapped persons in regard to their success in meeting the needs of such persons to become employable and take their rightful place in the mainstream of life.

/s/ _____	/s/ _____
State Superintendent of Public Instruction	Director, Division of Vocational Rehabilitation
_____	_____
Date	Date

§102.156 Transfer of allotments.

(a) Any portion of the amount allotted to any State for any fiscal year from funds appropriated under section 102(a) of the Act for the purposes of part B or part C of the Act which the Commissioner determines will not be required for such purposes for that fiscal year may, upon the approval of the Commissioner pursuant to paragraph (c) of this section, be transferred to or combined with one or more of the other allotments to the State for the same fiscal year under the Act. The amount so transferred is subject to the same conditions and requirements as the allotment to which it is transferred, and is no longer subject to the conditions and requirements as the allotment from which it was transferred. Thus, any reference in this part to "funds allotted under the Act" refers also to transferred funds included as a part of an allotment under the Act.

(b) A State board desiring to transfer funds from its allotment of funds appropriated under section 102(a) of the Act to another allotment under the Act shall submit as part of its annual State plan or amendment thereto a request for such a transfer. Such request shall indicate how the annual plan will be affected by the transfer and will provide information to permit application of the following criteria:

(1) The need for the funds to be transferred is substantially greater for the purpose of the allotment to which the transfer will be made than for the purposes of part B or part C of the Act, as the case may be;

(2) The transfer will permit a use of funds for a purpose or in a manner which would not be permitted under part B or part C of the Act;

(3) The funds to be transferred will be used effectively for the purpose of the allotment to which they are to be transferred; and

(4) The transfer of funds will result in the most effective use of such funds.

(c) The Commissioner will approve the State board's request for transfer of funds if he is satisfied that the transfer will meet the criteria set forth in paragraph (b) of this section; otherwise, he will disapprove such request. Such approval or disapproval will be based on information submitted by the State board with its request pursuant to paragraph (b) of this section, or on any other estimates, reports, and information available to the Commissioner which have been submitted by the State board or obtained by the Commissioner through independent investigation.

§102.157 Reallotment.

(a) (1) Any amount of any State's allotment under any part of the Act except part D which the Commissioner determines is not required for carrying out the State's plan under that part and which has not been transferred to another allotment within the State pursuant to §102.156 will be available for reallotment to other States on such dates as the Commissioner may fix for the purpose for which the amount was originally allotted.

(2) Any amount of any State's allotment under parts B and F of the Act which the State is required by §§102.59 and 102.92(c) to expend for a particular purpose (i.e., vocational education for disadvantaged persons, vocational education for handicapped persons, postsecondary vocational education, or consumer and homemaking education in economically depressed and high unemployment areas) and which the Commissioner determines will not be expended for such purpose shall be available for reallotment to other States only for such purpose.

(3) The amount of any reallotment pursuant to subparagraphs (1) and (2) of this paragraph shall be deemed to be part of the State's allotment for such fiscal year. Thus, any reference in this part to "funds allotted under the Act" refers also to reallotted funds included as a part of an allotment under the Act.

(b) Any determination by the Commissioner pursuant to paragraph (a) will be made on the basis of (1) a certified statement submitted by the State affirming that the State does not require the full amount of one or more of its original allotment(s) to carry out its plan, (2) reports and information acquired by the Commissioner either from the State or from independent investigation indicating that the State does not require the full amount of one or more of its original allotment(s), or (3) both. Within a reasonable time prior to the date fixed for reallotment of funds, the Commissioner will notify the State of his determination affecting the State's allotment(s) and either modify the amount certified for payment to the State or, if payment has already been made, direct the State to return to the United States whatever amount the Commissioner determines the State does not need.

(c) Reallotments will be made to other States in proportion to their original allotment for the fiscal year in which the original allotment was made; except that, subject to the provisions in paragraph (d) of this section, such reallotments to such other States will be reduced to the extent which the Commissioner estimates such State needs and will be able to use under its plan without delay for such fiscal year. The total of such reductions will then be reallotted among those States not suffering such a reduction in proportion to their original allotment except to the extent specified in the preceding sentence, and then reallotted as many times as necessary to exhaust such amount. Such estimate by the Commissioner will be made on the basis of (1) the

§102.157 Reallotment--contd.

certified statement submitted by the State pursuant to paragraph (b) of this section affirming that the State does not require the full amount of its original allotment to carry out its plan, (2) a request for reallotment by the State and its supporting certified statement indicating the amount of additional funds it needs and will be able to use effectively to carry out its plan, (3) reports and information acquired by the Commissioner either from the State board or from independent investigation, or (4) any or all of the above. Within a reasonable time before the date fixed for reallotment, the Commissioner will notify the State of the amount of reallotted funds (if any) the State shall receive.

(d) Any State which the Commissioner has determined, either on the basis of certified statements from the State or from other reports or information available to him, (1) does not require the full amount of its original allotment to carry out its plan, or (2) does not need or will not be able to use effectively the full amount of its proportionate share of funds to be reallotted, may, on or before the date fixed for reallotment, request that the Commissioner reconsider his determination affecting the original allotment or anticipated reallotment to such State, and submit with its request additional supporting information and data. If the Commissioner's determination is based in whole or in part on certified statements submitted by the State itself, the State may submit to the Commissioner an amendment to such certification on or before the date fixed for reallotment. The Commissioner, in making his reallotment of funds to the States, will take into consideration all such amendments and additional information furnished by the State with its request for reconsideration of the Commissioner's determination. All decisions made by the Commissioner regarding the reallotment of funds are final once reallotment is made.

§102.59 Percentage requirements with respect to uses of Federal funds.

(a) Application of percentage requirements. The State plan shall provide that allocations of Federal funds pursuant to §102.52 shall comply with the following requirements with respect to the use of Federal funds:

(1) Vocational education for disadvantaged persons. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

(2) Postsecondary vocational education. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for postsecondary vocational education.

(3) Vocational education for handicapped persons. At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

(b) Definition of base allotment. As used in this section, the term "base allotment" means the sum of the allotments to a State for fiscal year 1969 from sums appropriated under (1) section 2 of the Vocational Education Act of 1963 before its amendment by the Vocational Education Amendments of 1968 (20 U.S.C. 35-35n), (2) the Smith-Hughes Act (20 U.S.C. 11-15-16-28), (3) the Vocational Education Act of 1946 (20 U.S.C. 15i-15m, 15o-15q, 15aa-15jj, 15aaa-15ggg), and (4) the Act of March 3, 1931, relating to vocational education in Puerto Rico (20 U.S.C. 30), the Act of March 18, 1950, relating to vocational education in the Virgin Islands (20 U.S.C. 31-33), section 9 of the Act of August 1, 1956, relating to vocational education in Guam (20 U.S.C. 34), and section 2 of the Act of September 25, 1962, relating to vocational education in American Samoa (48 U.S.C. 1667).

(c) Waiver of percentage requirements. The percentage requirements in subparagraphs (1) and (2) of paragraph (a) may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirements impose a hardship or are impractical in their application with respect to that State. Such a finding will be made only upon the request of the State submitted through its State board as a part of its annual program plan or amendment thereto.

§102.59 Percentage requirements with respect to uses of Federal funds--contd.

(d) Vocational education meeting more than one percentage requirement. If an expenditure for vocational education falls within more than one of the categories for which there is a percentage requirement, the total amount of the expenditure may be counted as an expenditure for vocational education in one of the categories, or prorated to each of the categories in any manner which the State board deems reasonable and proper so long as the aggregate amount prorated to the categories in which the expenditure falls does not exceed the total amount of the expenditure.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

FINANCIAL SUMMARY OF
PLANS FOR VOCATIONAL EDUCATION
PROGRAMS

Due: April 15, 1971

Directions: See reverse side.

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

INSTRUCTIONAL PROGRAMS	BUDGET ITEMS						
	Admin. and Supervision	Instruction	Guidance	Consultant Services	Other Current Costs	Capital Outlay	Totals
Agriculture	$	$	$	$	$	$	$
Distributive							
Health Occupations							
Consumer-Homemaking							
Home Economics Wage Earning							
Business and Office							
Technical							
Trade and Industrial							
Exemplary							
Prevocational							
Post-Secondary Preparatory							
Remedial							
Vocational Work-Study							
Handicapped							
Disadvantaged							
Cooperative							

The attached descriptions of the proposed Plans for Vocational Education Programs and estimated budgets are a request for assistance from funds available under the Vocational Education Amendments of 1968 (P.L. 90-576). This application is consistent with the purposes of the Act, complies with its provisions and is true and complete to the best of my knowledge and belief. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

Signed: _____ Signed: _____

Administrative Officer* Date Chairman, Board of Trustees Date

*District superintendent or chief administrative officer of units of university system, community colleges and state institutions.

F1700-401.301-1/71 Rev. b

Directions:

1. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. A Financial Summary of Vocational Education Program Budgets Approved for Reimbursement will be sent to you.

2. Transfer figures from respective sections of Project Proposal for Vocational Education Program, estimated budget (F1701-401.301).

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

FINANCIAL SUMMARY OF VOCATIONAL
EDUCATION PROGRAM BUDGETS
APPROVED FOR REIMBURSEMENT

The budgeted items below are items of expenditure for approved vocational education programs upon which reimbursement will be based, as transferred from the "Budget Approved for Reimbursement" column of Project Proposal for Vocational Education Program, estimated budget (F1701-401.301).

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

	BUDGET ITEMS						
INSTRUCTIONAL PROGRAMS	Admin. and Supervision	Instruction	Guidance	Consultant Services	Other Current Costs	Capital Outlay	Totals
Agriculture	$	$	$	$	$	$	$
Distributive							
Health Occupations							
Consumer-Homemaking							
Home Economics Wage Earning							
Business and Office							
Technical							
Trade and Industrial							
Exemplary							
Prevocational							
Post-Secondary Preparatory							
Remedial							
Vocational Work-Study							
Handicapped							
Disadvantaged							
Cooperative							

Approved:

Director, Development of
Vocational & Occupational Skills

Date

Approved:

State Superintendent of Public
Instruction

Date

F3269-401.301-1/71

State of Montana Office of the Superintendent Of Public Instruction Dolores Colburg, Superintendent Helena 59601	LOCAL PLAN FOR VOCATIONAL EDUCATION Fiscal Year 1972 Due: April 15, 1971	

Directions:

1. It is suggested that the principal and vocational education staff of each school, under the general direction of the district superintendent or other educational agency administrative officer and with the advice of a local advisory committee, develop a plan for vocational education to be submitted to the state office.

2. Prepare in triplicate. After approval by the local board of education, the district superintendent or other educational agency administrative officer submit an original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

This plan covers programs in the following areas (check appropriate items):

Course Code	Vocational Education Programs[1]	Level[2] E	S	PS	A
01.	Agriculture				
04.	Distributive				
07.	Health Occupations				
09.01	Consumer-Homemaking				
09.02	Home Economics Wage Earning				
14.	Business and Office				
16.	Technical				
17.	Trade and Industrial				
	Vocational Education Special Programs[1]				
	Exemplary				
	Prevocational				
	Post-Secondary Preparatory				
	Remedial (Basic Education)				
	Vocational Work-Study				
	Handicapped				
	Disadvantaged				
	Cooperative (Part G)				

Signed: _____ Date: _____
Administrative Officer[3]

Signed: _____ Date: _____
Chairman, Board of Trustees

[1]See Definitions of Vocational Education Terms (F3027-401.301).
[2]Level: E - Elementary, S - Secondary, PS - Post-Secondary, A - Adult.
[3]District superintendent or chief administrative officer of units of the university system, community colleges, and state institutions.

F3025-401.301-1/71 Rev. a

GENERAL INFORMATION (Submit a narrative using the following outline.)

A. Estimated number of students to receive training in the total vocational education program.

B. Identify number of handicapped to be served. Identify number of disadvantaged to be served.

C. List local advisory committee for vocational education, by name and occupation, for the total vocational education program.

D. Outline the long-range goals for serving the occupational education needs of students at all grade levels, including special target groups and adults.

E. Indicate how the need for the vocational education plan was determined locally, such as use of local advisory committee, cooperating agencies, manpower planning surveys, student interest surveys and other factors.

F. Describe the methods and procedures of evaluation you will employ which will assure that the overall program meets student needs and community and area employment demands, such as employer evaluation, student evaluation, labor market demands and advisory committee evaluations. Each agency must participate in the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

G. Describe provisions to assure adequate vocational guidance, such as procedures for selecting, testing, placement services, job referral, follow-up, etc.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROJECT PROPOSAL FOR VOCATIONAL EDUCATION PROGRAM

Due: April 15, 1971

Directions:

1. The instructors involved should help prepare this program proposal.
2. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.
3. Follow Accounting Codes for Vocational Education Programs Other than Post-Secondary Vocational-Technical Education Center Programs (F498-401.301).
4. This project should be in harmony with the school's Local Plan for Vocational Education (F3025-401.301).
5. Submit a separate project proposal for each occupational title or related group of titles for each instructional level--elementary, secondary, post-secondary, adult.

Dist. No.	___ Elementary ___ High School	County	City	ZIP Code	School

Information about the proposed program is necessary to understand and properly evaluate the proposal in terms of the requirements set forth in the Vocational Education Amendments of 1968 (P.L. 90-576). Use the following outline in writing narrative to communicate the purpose and describe the operation of the program.

I. GENERAL INFORMATION

A. Level of instruction--elementary, secondary, post-secondary, adult.

B. Occupation(s) and course code(s) for which training will be given. Course codes should be obtained from the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

C. Approximate dates of program:
   1. Beginning.
   2. Ending.

D. Estimated number of students to receive training.

E. Location, description and adequacy of facilities to be utilized for this program.

F. List advisory committee for this program, by name and occupation, if it is different from the total vocational advisory committee listed on the Local Plan for Vocational Education (F3025-401.301).

G. Indicate:
   1. The objectives in conducting this program.
   2. How the program will provide the student with substantial progress and preparation for immediate or subsequent employment. (This statement does not apply to consumer-homemaking program.)

H. Show the relationship of proposed program to present offerings and to long-range plans. Project program planning for five years.

I. State how this proposed program will prepare students for entry into gainful employment or lead to further training. (This statement does not apply to consumer-homemaking program.)

II. COURSE INFORMATION

A. Provide topic outline(s) of major units or divisions in the proposed program.

B. List instructional materials (major texts and references) to be used.

C. Indicate standards of performance expected of students at completion of program.

III. STUDENT INFORMATION

A. Give selection procedures: Age, grade level, academic and employment background of students.

B. Number of handicapped to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

C. Number of disadvantaged to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

IV. INSTRUCTIONAL PERSONNEL

A. Give name of instructor.

B. State briefly plans for further professional development of vocational education personnel in this program, such as workshops, clinics, professional meetings, conferences, summer school and conferences and workshops sponsored by the Office of the Superintendent of Public Instruction.

C. List authorized travel for instructional personnel. Identify cost and purpose of travel, such as professional meetings, worksnops, inservice meetings, conferences, youth group conferences, vocational education conferences.

V. CONSUMER-HOMEMAKING ONLY

A. Describe any local economic or sociocultural conditions in your community which may be influencing low income and high unemployment.

B. Specify how consumer education is to be an integral and significant part of your homemaking program.

C. Describe learning experiences by students in home and community that relate to the consumer-homemaking program.

VI. AUTHORIZATION

This plan must be signed by the local educational agency administrative officer and one instructor involved with the program.

Signed: _____ Date: _____
Administrative Officer*

Signed: _____ Date: _____
Program Instructor

*District Superintendent or Chief Administrative Officer of units of the university system, community colleges, and state institutions.

ESTIMATED BUDGET

Directions:
1. Round off figures to nearest dollar.
2. On item 8-212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for Reimbursement
ADMINISTRATION AND SUPERVISION		
8-111 Administrative Salaries, Professional		
8-159 Administrative Expenses, Other		
8-211 Supervisory Salaries, Professional		
8-258 Supervisory Expenses, Other		
TOTAL ADMINISTRATION AND SUPERVISION		
INSTRUCTION		
8-212 Instructional Salaries, Professional		
8-219 Instructional Salaries, Clerical		
8-231 Instructional, Supplies		
8-252 Instructional, Minor Equipment*		
8-257 Instructional, Travel		
8-259 Instructional, Other		
TOTAL INSTRUCTION		
GUIDANCE		
8-511 Guidance Salaries, Professional		
8-512 Guidance Salaries, Clerical		
8-536 Guidance, Travel		
8-559 Guidance, Other		
TOTAL GUIDANCE		
CONSULTANT SERVICES		
8-913 Consultants' Fees		
8-936 Consultants' Travel		
8-959 Consultants' Expenses, Other		
TOTAL CONSULTANT SERVICES		
OTHER CURRENT COSTS		
8-1051 Rental of Space		
8-1052 Insurance		
8-1053 Employers Contribution, TPS		
8-1054 Employers Contribution, PERS		
8-1055 Employers Contribution, Social Security		
8-1058 Instructional Equipment, Repair and Maintenance		
8-1059 Other Expenses		
TOTAL OTHER CURRENT COSTS		
CAPITAL OUTLAY		
8-1164 Instructional Major Equipment, Purchase**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than $200.
**Include all instructional equipment having a unit cost of $200 or more. See page 4 for Itemized List of Major Instructional Equipment.

ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment having a unit cost of $200.00 or more.

Name of Equipment	Description*	Quantity	Total Cost
			$
		Total	$

*Brief description of equipment: type, make, size, model, etc.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

PROJECTED VOCATIONAL EDUCATION PROGRAM

Due: April 15, 1971

Directions: See reverse side.

Dist. No. ☐ Elementary ☐ High School | County | City | ZIP Code | School | Type of Program:

Instructional Program, Activities and Services				Teachers			Est. Enrollments							
Course Code	Title	Level	Year	Full-Time	Part-Time	Length of Program in Weeks	Handicapped	Disadvantaged	Other	Private Nonprofit	Estimated Value Equipment Purchases	Estimated Teacher Salary Costs	Estimated Other Costs	Estimated Total Costs
			1971-72								$	$	$	$
			1972-73											
			1973-74											
			1974-75											
			1975-76											
			1971-72								$	$	$	$
			1972-73											
			1973-74											
			1974-75											
			1975-76											
			1971-72								$	$	$	$
			1972-73											
			1973-74											
			1974-75											
			1975-76											
			1971-72								$	$	$	$
			1972-73											
			1973-74											
			1974-75											
			1975-76											
			1971-72								$	$	$	$
			1972-73											
			1973-74											
			1974-75											
			1975-76											

Attach additional forms as needed.

Prepared by: _____ Title: _____ Date: _____

F1702-401.301-1/71 Rev. b

Directions:

1. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601.

2. Use a five-year projection block for each vocational education program and for each vocational education special program by instructional level and course code, if applicable.

3. This is an informational form and will not obligate the local or state agency to program or budget commitment.

Instructions:

1. Course Code. Course codes should be obtained from the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.
2. Title. Title of vocational education program to be conducted.
3. Level. Use code letters--E, Elementary; S, Secondary; PS, Post-Secondary; A, Adult.
4. Year. Program is to be projected for five-year period.
5. Teachers. A full-time teacher devotes total teaching day to vocational education. Part-time teachers are to be reported as a percentage devoted to vocational education.
6. Length of Program in Weeks. Total weeks planned for the program during the period July 1 to June 30 of any year.
7. Estimated Enrollments. For "handicapped" and "disadvantaged" see Definition of Vocational Education Terms (F3027-601.301).
   "Private nonprofit" enrollees are those attending private nonprofit schools.
   "Other" refers to all enrollees who are not covered as handicapped, disadvantaged and/or private nonprofit.
8. Estimated Value Equipment Purchases. Show the estimated dollar value of major equipment (unit cost over $200) to be purchased for the program.
9. Estimated Teacher Salary Costs. Show the estimated dollar value of vocational salary costs.
10. Estimated Other Costs. Show the estimated dollar value of costs other than those listed in 8 and 9, above.
11. Estimated Total Costs. Show the total of items listed in 8, 9 and 10, above.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	APPLICATION FOR APPROVAL OF VOCATIONAL EDUCATION PERSONNEL	

Directions:
District superintendent or other educational agency administrative officer submit one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. Submit only for instructors not previously approved and for instructors who have received additional work experience and/or course work. This form must be submitted no later than two weeks prior to start of instructional program.

Name of Applicant: _____ Date: _____

School: _____ City: _____

Vocational Education Program: _____

Class of teaching certificate presently held: _____ Endorsements: _____

Professional vocational education courses completed (subject related methods, philosophy of vocational education, etc.):

Course Code	Name of Course	Quarter Credits	Institution

Occupational experience in certificate endorsed area (other than teaching):

Name and Address of Employer	Dates of Employment From	To	Title of Position and Nature of Duties

Signed: _____ Verified by: _____

Applicant Administrative Officer

Date: _____ Dist. No. _____ County: _____

For Office of the Superintendent of Public Instruction use only:

Approval: _____ Date: _____

Provisions: _____ Signed: _____

Supervisor

F1703-401.301-1/71 Rev. a

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	INSTRUCTIONAL SCHEDULE AND ENROLLMENT REPORT Due date: Two weeks after start of instructional program	Assigned Project Number

Directions:
District superintendent or other educational agency administrative officer submit an original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601 for each professional person employed in a program for which state and/or federal financial assistance is requested.

Dist. No. ☐ Elementary ☐ High School	County	City	ZIP Code	School

1. TYPE OF PROGRAM

☐ Agriculture	☐ Home Economics Wage Earning	☐ Exemplary	☐ Vocational Work-Study
☐ Distributive	☐ Business and Office	☐ Prevocational	☐ Handicapped
☐ Health Occupations	☐ Technical	☐ Post-Sec. Preparatory	☐ Disadvantaged
☐ Consumer-Homemaking	☐ Trade and Industrial	☐ Remedial (Basic Education)	☐ Cooperative

2. LEVEL OF PROGRAM ☐ Elementary ☐ Secondary ☐ Post-Secondary ☐ Adult

3. DATE PROGRAM STARTS | DATE PROGRAM ENDS

4. KIND OF INSTRUCTION ☐ Preparatory ☐ Supplementary ☐ Cooperative ☐ Apprentice

5. SCHEDULE (Complete this schedule for entire day.)

	Time From	Time To	Class	No. Enrolled M	No. Enrolled F	Grade Level	Course Code No.	Days M	T	W	T	F	S
1													
2													
3													
4													
5													
6													
7													
8													

(If an adult class, indicate total number of hours to be taught.)

6. PROFESSIONAL PERSONNEL INFORMATION

Name _____ Total Contract Salary $_____

Title _____ Total Travel Budget $_____

Class of teaching certificate presently held _____ Total Extended Employment Salary $_____

No. of Weeks Extended Employment _____

Endorsement _____

Full-time ☐ Elementary ☐ Secondary ☐ Post-Secondary ☐ Adult

Part-time ☐ Elementary ☐ Secondary ☐ Post-Secondary ☐ Adult

Part-time adult teachers are from:
☐ Business/Industry ☐ Elementary ☐ Secondary ☐ Post-Secondary

7. I certify that this report is true and complete to the best of my knowledge and belief.

Signed: _____ Date: _____
Administrative Officer*

*District Superintendent or Chief Administrative Officer of units of the university system and community colleges.

F1704-401.301-4/70 Rev. a

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR EXEMPLARY VOCATIONAL EDUCATION PROGRAM	

Directions:

1. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601 with a Project Proposal for Vocational Education Program (F1701-401.301).
2. Use the following outline in describing the proposal in such terms as to communicate the purpose and operation of the program. Attach additional sheets as necessary.

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

1. Describe the nature of the project which makes it exemplary.

2. State the portion of the cost of the project that will be borne by the applicant.

   $_____

3. Describe the impact the project will have on reducing youth unemployment.

4. Estimated number of students enrolled in private non-profit schools who will participate in the project and the degree and manner of their participation.

5. Indicate the use, if any, of public school personnel in facilities other than public schools.

6. Describe the accounting procedure to assure that local and federal funds will not be comingled.

Prepared by: _____ Title: _____ Date: _____

F1706-401.301-1/71 Rev. b

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR COOPERATIVE OCCUPATIONAL PROGRAM Due: April 15, 1971

Directions:

1. Prepare in triplicate. District superintendent or other educational agency administrative officer submit original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601 with completed Project Proposal for Vocational Education Program (F1701-401.301).
2. Use the following outline in describing the project in such terms as to communicate the purpose and operation of the cooperative part of the program. Attach sheets as necessary.

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

1. Describe the cooperative arrangement between the school and employers to carry out the occupational training program. Attach a sample copy of your school-employer contract.

2. Describe the supervision of the student by the school and by the employer to insure learning steps that contribute to the student's cognitive and vocational skills.

3. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and student wages?

   Yes ☐ No ☐

4. Does the program provide for liability and industrial insurance protection?

   Yes ☐ No ☐

5. Describe the policies which govern each student's on-the-job training. Attach sample student progress form(s).

6. Describe the additional costs to employers for participation in program.

7. Describe additional costs to students for participation in the program.

8. Describe the plan for involving students from nonpublic schools.

9. Describe the accounting procedure to assure that local and federal funds will not be comingled.

Prepared by: _____ Title: _____ Date: _____

F1707-401.301-1/71 Rev. b

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR VOCATIONAL WORK-STUDY PROGRAM Fiscal Year 1972	

Directions:
District superintendent or other educational agency administrative officer complete and submit original and one copy of this form to Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action indicated.

Dist. No.	☐ Elementary ☐ High School	County	City	ZIP Code	School

The local educational agency operates the following vocational education program(s). Check as appropriate.

☐ Agriculture	☐ Technical	☐ Remedial (Basic Education)
☐ Distributive	☐ Trade and Industrial	☐ Vocational Work-Study
☐ Health Occupations	☐ Exemplary	☐ Handicapped
☐ Home Economics Wage Earning	☐ Prevocational	☐ Disadvantaged
☐ Business and Office	☐ Post-Secondary Preparatory	☐ Cooperative

Employment limitations. Students, ages 15-20, inclusive, may not be employed more than 15 hours per week except during the summer when not attending classes.

Estimated number of full-time students taking vocational education courses who need financial help to stay in school. _____

Number of students who are not within reasonable commuting distance to school who need financial help to stay in school (applies only to post-secondary vocational-technical centers). _____

Estimated number of part-time jobs available for this program in the school and other public agencies. _____

Estimated number of full-time students taking vocational education courses needing employment. _____

Number of dropouts last year (all students, grades 9-14). _____

Present local activities to reduce the number of dropouts (specify).

_____

_____

_____

_____

_____

Number of unemployed youth in the community. _____

F3023-401.301-1/71 Rev. e

Number of unemployed persons in the county. (This information may be obtained from the local Employment Service Office serving your area.) _____

Amount of local funds spent by the local educational agency for student employment for the following fiscal years:

July 1, 1968 - June 30, 1969 $_____
July 1, 1969 - June 30, 1970 $_____
July 1, 1970 - June 30, 1971 $_____

Amount of local funds anticipated to be available to the local educational agency for student employment for the July 1, 1971 - June 30, 1972 fiscal year. $_____

Amount of federal funds requested for work-study program for July 1, 1971 - June 30, 1972 (not more than 80% of total work-study expenditures will be reimbursed from federal funds for this period). $_____

Name and title of person who is responsible for making necessary work-study program reports to the Office of the Superintendent of Public Instruction for the local educational agency.

Name: _____ Title: _____

We agree to operate the program according to established standards for the work-study program; to keep accurate records of payments; to prepare reports for the State Board of Education on participation of students, places of employment, hours and wages; and to provide regular supervision of students each month.

We certify that this application is true and complete to the best of our knowledge and belief. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

Signed: _____ Signed: _____
Chairman, Board of Trustees — Administrative Officer*

Date: _____ Date: _____

For Office of the Superintendent of Public Instruction use only.

☐ Approved ☐ Not Approved

Signed: _____ Signed: _____
Director, Development of Vocational and Occupational Skills — State Superintendent of Public Instruction

Date: _____ Date: _____

*District superintendent or chief administrative officer of units of university system, community colleges and state institutions.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION CENTER PLAN FOR VOCATIONAL EDUCATION Fiscal Year 1972	

Directions:

1. It is suggested that the director and vocational education staff of each school, under the general direction of the district superintendent, and with the advice of a local advisory committee, develop a plan for vocational education to be submitted to the state office.

2. Prepare in triplicate. After approval by the local board of education, the district superintendent submit an original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted. To be accompanied by Post-Secondary Vocational-Technical Education Center Budget (Form 11-401.301).

High School Dist. No.	County	City	ZIP Code	Center

This plan covers programs in the following areas (check appropriate items):

Course Code	Vocational Education Programs[1]	Level[2] PS	Level[2] A
01.	Agriculture		
04.	Distributive		
07.	Health Occupations		
09.01	Consumer-homemaking		
09.02	Home Economics Wage Earning		
14.	Business and Office		
16.	Technical		
17.	Trade and Industrial		
	Vocational Education Special Programs[1]		
	Exemplary		
	Prevocational		
	Post-Secondary Preparatory		
	Remedial (Basic Education)		
	Vocational Work-Study		
	Handicapped		
	Disadvantaged		
	Cooperative (Part G)		

Signed: _____ Date: _____
District Superintendent

Signed: _____ Date: _____
Chairman, Board of Trustees

[1]See definitions of Vocational Education Terms (F3027-401.301).
[2]Level: PS - Post-Secondary, A - Adult.

F3044-401.301-1/71 Rev. a

GENERAL INFORMATION (Submit a narrative using the following outline.)

A. Estimated number of students to receive training in the total vocational education program.

B. Identify number of handicapped to be served. Identify number of disadvantaged to be served.

C. List local advisory committee for vocational education, by name and occupation, for the total vocational education program.

D. Outline the long-range goals for serving the occupational education needs of students at all grade levels, including special target groups and adults.

E. Indicate how the need for the vocational education plan was determined locally, such as use of local advisory committee, cooperating agencies, manpower planning surveys, student interest surveys and other factors.

F. Describe the methods and procedures of evaluation you will employ which will assure that the overall program meets student needs and community and area employment demands, such as employer evaluation, student evaluation, labor market demands and advisory committee evaluations. Each agency must participate in the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

G. Describe provisions to assure adequate vocational guidance, such as procedures for selecting, testing, placement services, job referral, follow-up, etc.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION CENTER PROPOSAL FOR VOCATIONAL EDUCATION PROGRAM Fiscal Year 1972	

Directions:

1. The instructors involved should help prepare this proposal.
2. Prepare in triplicate. District superintendent submit original and one copy to the Director, Development of Vocational and Occupational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted. To be accompanied by Post-Secondary Vocational-Technical Education Center Budget (form 11-401.301).
3. This project should be in harmony with the Post-Secondary Vocational-Technical Education Center Plan for Vocational Education (F3044-401.301).
4. Submit a separate proposal for each occupational title or related group of titles for each instructional level--post-secondary, adult.

High School Dist. No.	County	City	ZIP Code	Center

Information about the proposed program is necessary to understand and properly evaluate the proposal in terms of the requirements set forth in the Vocational Education Amendments of 1968 (P.L. 90-576). Use the following outline in writing narrative to communicate the purpose and describe the operation of the program.

I. GENERAL INFORMATION

A. Level of instruction--post-secondary, adult.

B. Occupation(s) and course code(s) for which training will be given. Course codes should be obtained from the Montana Vocational Education Enrollment/Exit/Follow-Up Survey.

C. Approximate dates of program:
   1. Beginning.
   2. Ending.

D. Estimated number of students to receive training.

E. Location, description and adequacy of facilities to be utilized for this program.

F. List advisory committee for this program, by name and occupation, if it is different from the total vocational advisory committee listed on the Post-Secondary Vocational-Technical Education Center Plan for Vocational Education (F3044-401.301).

G. Indicate:
   1. The objectives in conducting this program.
   2. How the program will provide the student with substantial progress and preparation for immediate or subsequent employment. (This statement does not apply to consumer-homemaking program.)

H. Show the relationship of proposed program to present offerings and to long-range plans. Project program planning for five years.

I. State how this proposed program will prepare students for entry into gainful employment or lead to further training. (This statement does not apply to consumer-homemaking program.)

II. COURSE INFORMATION

A. Provide topic outline(s) of major units or divisions in the proposed program.

B. List instructional materials (major texts and references) to be used.

C. Indicate standards of performance expected of students at completion of program.

III. STUDENT INFORMATION

A. Give selection procedures: Age, grade level, academic and employment background of students.

B. Number of handicapped to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

C. Number of disadvantaged to be served in this program. Specify special considerations or provisions that will be made to accommodate these students.

IV. INSTRUCTIONAL PERSONNEL

A. Give name of instructor.

B. State briefly plans for further professional development of vocational education personnel in this program, such as workshops, clinics, professional meetings, conferences, summer school and conferences and workshops sponsored by the Office of the Superintendent of Public Instruction.

C. List authorized travel for instructional personnel. Identify cost and purpose of travel, such as professional meetings, workshops, inservice meetings, conferences, youth group conferences, vocational education conferences.

V. CONSUMER-HOMEMAKING ONLY

A. Describe any local economic or sociocultural conditions in your community which may be influencing low income and high unemployment.

B. Specify how consumer education is to be an integral and significant part of your homemaking program.

C. Describe learning experiences by students in home and community that relate to the consumer-homemaking program.

VI. AUTHORIZATION

This plan must be signed by the district superintendent and one instructor involved with the program.

Signed: _____ Date: _____
District Superintendent

Signed: _____ Date: _____
Program Instructor

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION CENTER BUDGET Fiscal Year 1972	

Directions:
See Budget Approval Procedure for Post-Secondary Vocational-Technical Education Centers (F1710-401.301). Prepare in triplicate. Submit original and one copy.

High School Dist. No.	County	City	ZIP Code	Center

PART XXI--BUDGET		Program Application	STATE USE ONLY State Board of Ed. Approved[1]
EXPENDITURES			
Administration			
21-111	Salaries, Professional	$	$
21-112	Salaries, Clerical		
21-156	Travel		
21-159	Other Expenses		
	Total--Administration	$	$
Supervision & Instruction			
21-211	Salaries, Supervisory, Professional	$	$
21-212	Salaries, Instructional, Professional		
21-218	Salaries, Supervisory, Clerical		
21-219	Salaries, Instructional, Clerical		
21-251	Supplies, Instructional		
21-252	Minor Equipment, Instructional		
21-256	Travel, Supervisory		
21-257	Travel, Instructional		
21-258	Other Expenses, Supervisory		
21-259	Other Expenses, Instructional		
	Total--Supervision & Instruction	$	$
Guidance			
21-511	Salaries, Professional	$	$
21-512	Salaries, Clerical		
21-556	Travel		
21-559	Other Expenses		
	Total--Guidance	$	$
Operation & Maintenance			
21-610	Salaries	$	$
21-620	Contracted Services		
21-640	Utilities		
21-659	Other Expenses		
	Total--Operation & Maintenance	$	$
Consultant Services			
21-913	Consultant Fees	$	$
21-956	Travel		
21-959	Other Expenses		
	Total--Consultant Services	$	$
Other Current Charges			
21-1051	Rental of Space	$	$
21-1052	Insurance		
21-1053	Contribution, TRS		
21-1054	Contribution, PERS		
21-1055	Contribution, Social Security		
21-1058	Equipment Maintenance & Repair		
21-1059	Other Expenses		
	Total--Other Current Charges	$	$
Capital Outlay (Identify)[2]			
21-1164	New Equipment	$	$
21-1165	Other		
	Total--Capital Outlay	$	$
	TOTAL PROGRAM EXPENDITURES	$	$

[1]This approved budget amount is the budget approved by the State Board of Education under the provisions of Chapter 43 of Title 75, R.C.M., 1947, and will be the preliminary and final budget for budget adoption purposes.
[2]List all capital outlay expenditures of $200 or more, by item, on page 2.

Form 11-401.301-1/71 Rev. b

PART XXI--BUDGET REVENUES		Program Application	STATE USE ONLY State Board of Ed. Approved[1]
21-47	Primary Source	$ xxxxxxxxxxxx	$
21-34	County Levy (1 mill)	xxxxxxxxxxxx	
21-44	Federal Funds	xxxxxxxxxxxx	
21-46	Other State Financing (cash reappropriated)	xxxxxxxxxxxx	
	TOTAL PROGRAM REVENUE	$ xxxxxxxxxxxx	$

County Taxable Valuation $_____

List all capital outlay expenditures for items with an individual cost of $200 or more:

Quantity	Description of Item	Cost
		$

If more space is needed, attach additional sheet.

CERTIFICATES OF APPROVAL:

A. Approval of Budget by State Board of Education.

The State Board of Education, according to the provisions of Chapter 43 of Title 75, R.C.M., 1947, hereby approves this budget for the fiscal year 1972; provided that a countywide mill levy of one mill (Item 21-34 and Certificate D) is made available for financing this budget.

Signed: _____ Date: _____
Superintendent of Public Instruction

B. Approval of Board of Trustees.

This budget is approved by the Board of Trustees of High School District No. _____, _____ County.

Signed: _____ Date: _____
Chairman, Board of Trustees

Signed: _____ Date: _____
Clerk, Board of Trustees

C. Approval of Board of School Budget Supervisors.

The Board of School Budget Supervisors of _____ County hereby approves this budget.

Signed: _____ Date: _____
Chairman, Board of School Budget Supervisors

Signed: _____ Date: _____
Clerk, Board of School Budget Supervisors

D. Levy of County Tax

The County Commissioners of _____ County hereby levy a tax of one mill on the taxable property within _____ County.

Signed: _____ Date: _____
Chairman, County Commissioners

[1]This approved budget amount is the budget approved by the State Board of Education under the provisions of Chapter 43 of Title 75, R.C.M., 1947, and will be the preliminary and final budget for budget adoption purposes.

State of Montana
Superintendent of Public Instruction

Effective July 1, 1966

POLICY FOR ALLOCATING COSTS OF
VOCATIONAL EDUCATION PROGRAMS ADMINISTRATION

1. Costs to be allocated are:

   Staff positions of Director, Assistant Director(s) or Assistant(s) to the Director, Project Accountant(s), secretarial and clerical services as required.

   Equipment, supplies, maintenance, employee benefits, communications, travel, and all other essential expenditures necessary for the supporting positions.

   Supplies, including printed materials, purchased in bulk for the benefit of all programs in the Development of Vocational and Occupational Skills.

2. Formula for Allocation

   (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.

   (B) The total budget for the fiscal year for the remainder of the component's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.

   (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.

   (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

   Except in the event of unusual occurrences during the fiscal year which significantly change the number of employed personnel in (A) or (B), the budgeted allocations will remain fixed throughout the year.

   In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change and across-the-board adjustments will be made, as required by the altered numbers.

POLICY FOR ALLOCATION COSTS OF VOCATIONAL EDUCATION PROGRAMS ADMINISTRATION--contd.

4. Mechanics of budgeting and accounting

Vocational Education Programs Administration is identified by U.S.O.E. Program No. 401.301.

A program budget, by object of expenditure, will be prepared for 401.301.

Every other program budget within the component will include an object of expenditure Item 168, for Vocational Education Programs Administration. Item 168 will show the amount budgeted as the program's share of the cost.

State of Montana
Superintendent of Public Instruction

POLICY FOR ALLOCATING COSTS OF DEPARTMENTAL INTERNAL SUPPORTING SERVICES

1. Costs to be allocated are:

   Staff positions of a supporting nature, serving no program function in themselves, other than that of the operational core of the agency.

   Equipment, supplies, maintenance, employee benefits, communications, and all other essential expenditures necessary for the supporting positions.

   Supplies, including printed materials, purchased in bulk for the benefit of all programs and of such nature as to preclude ready direct-use allocation of cost (usually of a trivial item or amount).

2. Formula for Allocation

   (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.

   (B) The total budget for the fiscal year for the remainder of the agency's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.

   (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.

   (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

   Except in the event of unusual occurrences during the fiscal year which significantly change the numbers of employed personnel in (A) internal supporting services or (B) the remainder of the agency's staff, the budgeted allocations will remain fixed throughout the year.

   In general, the assumption is that the costs of supporting services for a vacant position continue while the position is vacant, and the expense of constant rebudgeting and adjustment for minor changes is unjustifiable.

POLICY FOR ALLOCATING COSTS OF DEPARTMENTAL INTERNAL SUPPORTING SERVICES--contd.

In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change, and across-the-board adjustments will be made, as required by the altered numbers.

4. Mechanics of budgeting and accounting

The internal supporting services are identified by U.S.O.E. Program No. 131.000. A program budget, by object of expenditure, will be prepared for 131.000.

Every other program budget will include an object of expenditure Item 163, for other special services. Item 163 will show the amount budgeted as the program's share of the cost of internal supporting services.

Date adopted _____ Signed _____
Re-adopted _____

Addendum No. 1

5. Refunds Received for Expenditures of Prior Years

Whenever a refund is received for an expenditure made for departmental internal supporting services from the budget of a prior fiscal year, the refund will be applied to the budget for departmental internal supporting services for the year in which the refund is received, since it is impractical to apply such a refund to the fiscal year of the original transaction due to the extensive adjustments which would be required.

Date adopted _____ Signed _____
Re-adopted _____

State of Montana
Superintendent of Public Instruction

Effective July 1, 1966

POLICY FOR ALLOCATING COSTS
OF GENERAL SERVICES ADMINISTRATION

1. Costs to be allocated are:

   Staff positions of Director, Assistant Director(s) or Assistant(s) to the Director, secretarial and clerical services as required.

   Equipment, supplies, maintenance, employee benefits, communications, travel, and all other essential expenditures necessary for the supporting positions.

   Supplies, including printed materials, purchased in bulk for the benefit of all programs in the Division of General Services.

2. Formula for Allocation

   (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.

   (B) The total budget for the fiscal year for the remainder of the Division's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.

   (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.

   (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

   Except in the event of unusual occurrences during the fiscal year which significantly change the number of employed personnel in (A) or (B), the budgeted allocations will remain fixed throughout the year.

   In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change, and across-the-board adjustments will be made, as required by the altered numbers.

POLICY FOR ALLOCATING COSTS OF GENERAL SERVICES ADMINISTRATION--contd.

4. Mechanics of budgeting and accounting

The General Services Administration function is identified by U.S.O.E. Program No. 131.201.

A program budget, by object of expenditure, will be prepared for 131.201.

Every other program budget within the Division will include an object of expenditure Item 164, for General Services Administration. Item 164 will show the amount budgeted as the program's share of the cost.

State of Montana
Superintendent of Public Instruction

Effective June 30, 1967

POLICY FOR ALLOCATING COSTS OF COORDINATION OF FEDERAL PROGRAMS

1. Costs to be allocated are:

   a. Staff positions for the office of coordinator of federal programs, consisting of coordinator, accountant and secretary, serving the functions of (1) analyzing all correspondence, inquiries, and materials received by the Office of the Superintendent of Public Instruction from federal sources; determining the kind of action necessary; routing the materials to the specific program with instructions for handling; receiving and reviewing all materials supplied by each program for any federal office or agency; preparing materials for forwarding to the federal agencies; filing and routine file copies of all materials received from and/or transmitted to federal agencies; (2) establishing and maintaining a manual of federal programs fiscal procedures; instructing program supervisors in the application of these procedures; in accordance with the established procedures and program requirements, maintaining accounting records for all federal programs; reviewing all requests from program supervisors for payment of claims for grant and reimbursement programs; preparing claims for processing by the Office of the Superintendent of Public Instruction Accounting Section; receiving and recording state warrants issued in payment of claims; transmitting warrants to program supervisors; (3) consulting with and assisting program supervisors in establishing procedures for new and amended programs; providing assistance in interpretation and implementation of federal regulations and program requirements; coordinating design of forms and content of financial and property accounting codes for federal programs; coordinating information and reconciling data from the several programs for reporting to federal agencies; assisting the Director of the Division of Finance and Statistics and the Superintendent of Public Instruction as required in the development and management of the administrative aspects of federal programs.

   b. Equipment, supplies, maintenance, employee benefits, communications and all other essential expenditures necessary for the office of coordinator of federal programs.

POLICY FOR ALLOCATING COSTS OF COORDINATION OF FEDERAL PROGRAMS--contd.

2. Federally-supported and federally-assisted programs:

   a. Excluded: The Surplus Property program is excluded from consideration; no services are required to be provided by the office of the coordinator of federal programs.

   b. Included:

      (1) ESEA Title 1
      (2) ESEA Title II
      (3) ESEA Title III (state-supported)
      (4) ESEA Title IV (state-supported)
      (5) ESEA Title V programs as specified in approved application
      (6) NDEA Title III
      (7) NDEA Title V-a
      (8) NDEA Title X
      (9) All Vocational Education programs
      (10) Manpower Development and Training (and RAR)
      (11) School Food Services Program (state-supported)
      (12) Child Nutrition Act (state-supported)
      (13) Adult Basic Education
      (14) P.L. 815 and P.L. 874 (state-supported)
      (15) Special Education
      (16) "Designing Education for the Future" - Eight-State Project
      (17) Indian Education
      (18) Research Coordinating Unit
      (19) Veterans' Education

3. Formula for allocation of costs to programs included:

   a. The total budget for the office of the coordinator of federal programs will be prepared for the fiscal year, as of July 1, for all objects of expenditure necessary to the function, as defined in paragraph 1.

   b. The budgeted annual cost of the office of coordinator of federal programs will be allocated to the budgets of each of the included federal programs on the basis of the proportionate share of the cost attributable to each program.

   c. The cost attributable to each program is computed as shown in Table 1, attached, taking into consideration the volume of mail, the number of surveys, the number of claims, the number of projects and the consulting services and other assistance provided for the program.

POLICY FOR ALLOCATING COSTS OF COORDINATION OF FEDERAL PROGRAMS--contd.

4. Adjustment policy

Except in the event of unusual occurrences during the fiscal year which significantly change the functions of the office of the coordinator of federal programs, or the addition or deletion of federal programs served, the budgeted allocations will remain in effect throughout the year.

An addition or deletion of a federal program occurring in the fourth quarter of the fiscal year will not be considered as the basis for an adjustment unless such adjustment would alter the annual contributions of all other federal programs by more than 25%.

5. Mechanics of budgeting and accounting

The budget for costs described in paragraph 1 is identified by Program Number 111.300.

The program budget for each federal program will include as an object of expenditure Item 960, showing the amount budgeted as the program's share of the cost of the office of coordinator of federal programs.

State of Montana
Superintendent of Public Instruction

Effective July 1, 1966

POLICY FOR ALLOCATING COSTS OF
INSTRUCTIONAL SERVICES ADMINISTRATION

1. Costs to be allocated are:

   Staff positions of Director, Assistant Director(s) or Assistant(s) to the Director, secretarial and clerical services as required.

   Equipment, supplies, maintenance, employee benefits, communications, travel and all other essential expenditures necessary for the supporting positions.

   Supplies, including printed materials, purchased in bulk for the benefit of all programs in the Division of Instructional Services.

2. Formula for Allocation

   (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.

   (B) The total budget for the fiscal year for the remainder of the Division's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.

   (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.

   (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

   Except in the event of unusual occurrences during the fiscal year which significantly change the numbers of employed personnel in (A) or (B), the budgeted allocations will remain fixed throughout the year.

   In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change, and across-the-board adjustments will be made, as required by the altered numbers.

POLICY FOR ALLOCATING COSTS OF INSTRUCTIONAL SERVICES ADMINISTRATION--contd.

4. Mechanics of budgeting and accounting

The Instructional Services Administration function is identified by U.S.O.E. Program No. 401.100.

A program budget, by object of expenditure, will be prepared by 401.100.

Every other program budget within the Division will include an object of expenditure Item 165, for Instructional Services Administration. Item 165 will show the amount budgeted as the program's share of the cost.